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| **Macintosh HD:Users:macinnis:Desktop:Formal_Leventhal_GrayOnWhite_no_Seal.jpg** | **BUAD 305: ABRIDGED CORE CONCEPTS OF ACCOUNTING INFORMATION** |
| **Course Syllabus for Spring 2020** |
| **Professor: Chrislynn Freed, CPA\*** |
| **Office: School of Accounting, Room 115**  **Course website:** [**http://blackboard.usc.edu**](http://blackboard.usc.edu) |
| **Office Phone: 213-740-4867 (also voicemail number)**  **Mailbox # (lobby of ACC Building)** |
| **E-mail: [cfreed@marshall.usc.edu](mailto:cfreed@marshall.usc.edu)**  \* regulated by the state of Florida |

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| **Classes:** | | |
|  | | Tue./Thurs.  Tue./Thurs. | Section #14765 8:00 am – 9:50 am Room: JFF 236  Section #14766 10:00 am – 11:50 am Room: JFF 236 |
| **Office Hours (All held in ACC 115)** | | |  |
|  | Mondays (Student-Brian Ahn) | | 3:00 pm – 4:00 pm |
|  | Wednesdays (Student-Sean Venegas)  Tue./Thurs. (Professor Freed) | | 10:00 am – 11:00 am  7:00 am – 7:40 am; 1:00 pm – 1:40 pm; 4:00 pm – 4:30 pm;  Additional hours are provided and posted to Blackboard before exams. Also, feel free to email me at any time. |

**Course Description**

This course builds upon the body of knowledge you have learned in previous financial and managerial accounting courses at other institutions. The course is generally more conceptual in nature and seeks to develop skills including research, analysis, critical thinking, and communications skills. The course is divided into two sections. The first section focuses on problems and issues related to reporting and disclosure of external financial accounting information. The second section focuses on how management applies methods, techniques and conventions to internal accounting information to improve planning, control, and decision-making.

**Learning Objectives**

The course learning objectives and outcomes for this course are as follows:

1. Explain and apply fundamental assumptions, principles, and concepts underlying financial accounting by solving problems and analyzing fact patterns to determine their impact on the recognition of financial accounting elements such as assets, liabilities, equity, revenues, expenses, gains and losses in articulated financial statements.
2. Analyze and differentiate how transactions, economic events, adjustments, and other entity information (from simple to moderately complex) are captured, summarized, and presented in integrated general purpose financial statements and their footnotes by solving problems and evaluating fact patterns.
3. Research, analyze, evaluate, and communicate the usefulness and limitations of financial accounting information in context with other sources of information and other disciplines by preparing written and oral presentations based on information widely available including published financial statements (10Ks), articles in the financial and general press.
4. Develop research, critical thinking, analytical, oral and written presentation skills, by preparing research projects including analyzing and assessing business organizations, their financial statements, and their strategic decisions in the context of their operational environment and their impact on stakeholders. You will develop assessments and make recommendations based on your analysis and research and communicate your findings in a collaborative environment.
5. Apply various analytical tools, methods, and conventions to plan, control, and evaluate business operating, investing, and financing decisions.
6. Apply ethical frameworks and professional standards in analyzing situations and making informed decisions including the impact on stakeholders and society.

To achieve the above learning objectives, I will employ a combination of background reading, **interactive** discussion/lecture, homework and practice problems with solutions covered in class, in-class quizzes, and prompt feedback on quizzes and exams. This course involves work inside and outside the classroom. The course includes a team project that will allow students to apply their newly gained knowledge to analyzing financial statements and other relevant information of a public company and presenting this to their classmates. The class team project requires extensive teamwork outside class time: research, analysis, and developing the final investment recommendation to the class.

Please note, the most important word in the paragraph above is **“interactive.”** The reason is that research on learning indicates that it is very difficult to gain anything more than a superficial understanding of material without practice and feedback. Therefore, you should expect our class sessions to incorporate a substantial amount of both. I expect questions from you during class, and you should expect questions from me. Given that you cannot obtain this practice and feedback without attending class, **attendance is very important**.

**Required Materials**

* Title: *Accounting Tools for Business Decision Making*, **7h Edition**

Authors: Kimmel, Paul D., Weygandt, Jerry J., and Kieso, Donald E.

Publisher: John Wiley & Sons, Inc.

* ISBN # 9781119606666 –Kimmel Accounting Loose-Leaf Textbook + e-text code card (purchase through USC Bookstore)
* ISBN # 9781119494782 – Kimmel Accounting Loose-Leaf Textbook (by itself) (purchase through USC Bookstore)
* ISBN # 9781119494799 -- Ebook by itself (Purchase online -- <https://www.vitalsource.com/products/accounting-tools-for-business-decision-making-paul-d-kimmel-jerry-j-v9781119494799>)

The text is available from multiple sources and in multiple versions, **but make sure you get the 7th Edition**. There have been substantive changes from the 6th Edition. All homework assignments must be completed from the 7th Edition to get credit. Some versions, including the one sold by the USC Bookstore, come with the “WileyPlus” online supplement. WileyPlus is not integrated into the course. Feel free to purchase the textbook online, or rent a digital copy, as this can result in substantial savings.

* **Nike Annual Report filed on Form 10K for the period ended 5/31/19. I have uploaded a copy to Blackboard. You must download and print your own copy and bring to class or you will lose class contribution points. We will use this report in class beginning with class #2.**
* Subscription to the Wall Street Journal. The Wall Street Journal can be purchased at a discounted student rate at [**http://r.wsj.net/hVcTP**](https://mail.marshall.usc.edu/owa/redir.aspx?SURL=lEfkfuw4_Fvlpn0jeH9ag9e1K10erFKIrDgPjUw36-.&URL=https%3a%2f%2furldefense.proofpoint.com%2fv2%2furl%3fu%3dhttp-3A__r.wsj.net_hVcTP%26d%3dDwMFaQ%26c%3dclK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI%26r%3dzpDWYlGVKjZ-rP1sP_iFDUJIkAVkds_M4fqwEY8oaAw%26m%3dIZGl709I4Em2dT83_vYLX-r7V_wCZuP0AvJr3QPoxeM%26s%3dyMSjfw4TOqYdBwQsoBfAZIQ31Bu5UuBgmNNAlueYb0w%26e%3d) or you can obtain it through the Marshall School library. As future business people, reading the Wall Street Journal will keep you abreast of what is happening in the business world.

**You must have:**

* A calculator as we will work problems in class -- **you are not permitted to use your mobile phone**. Note that I will provide you with calculators for quizzes and exams.
* Access to Blackboard including the ability to receive emails generated by Blackboard. During the semester, I will be posting to Blackboard current readings from the business press pertaining to the material covered in class as applicable.

**Prerequisites and Recommended Preparation**

This course is open only to students with two transferable “Principles of Accounting” courses (i.e., one should be an introduction to financial accounting and the other should be an introduction to management/managerial accounting) from a two-year or four-year institution. If you took these classes more than a year ago you might want to review the material covered.

**Course Notes, Website and Communication**

Class materials (syllabus, Nike 10K, slides, handouts, articles from financial press, some homework assignments, practice problems, exam point allocation, etc.) will be available in the “Content” section of Blackboard. I will bring copies of slides to class each day, so you do not have to download them ahead of time. After class is over, I will post the slides to Blackboard in case you need to make larger copies of the information. **Make sure you are able to access Blackboard** **before classes begin**. I will communicate with you through Blackboard (which is connected to your USC email account). Please make sure that you have your USC email forwarded to another account if you do not check your USC email account frequently. The best way to contact me is via email as I check it regularly. All email communications must include “BUAD 305” in the subject line. I do not regularly check voice mails.

**Grading Policies**

Total points for this course are 1,000. The 1,000 points for this course are divided as follows:

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| **Component** | **Points** | **% of grade** |
| **Exam 1, Thursday, February 20, 2020**  **Exam 2, Thursday, April 2, 2020**  **Final exam – see page 4 for exam schedule**  **Quizzes**  **Class contribution**  **Homework**  **Team project** | 200  200  200  100  40  100  160 | 20%  20%  20%  10%  4%  10%  16% |
| **Total** | 1,000 | 100% |

Final grades represent how you perform in the class relative to other students in both my classes. Your grade will not be based on a mandated target, but on your performance. The average grade for this class is expected to average about 3.0. This means approximately half the class will finish above and below a 3.0 average. I have some discretion to adjust grades up or down to make sure the grades are appropriate and consistent with prior semesters and not just driven by the expected average. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within my two classes.
3. Your ranking among all students in my two classes.

**Assignments and Grading Expectations**

***Quizzes and Exams***

My expectations for your performance on quizzes and exams are as follows:

Quizzes and exams will be drawn from any of the readings, homework problems, as well as material covered in class. There will be four quizzes on the dates indicated in the schedule of assignments on pages 10 through 12, of which **one can be dropped**, due to religious holiday, illness, low score, or other reason. Quizzes will be **comprised of multiple-choice questions only**. **The quizzes are designed to help you prepare for the exams**.

The exams will be a mix of objective and subjective components – details about the format will be announced in class near the exam date. I will also provide practice problems prior to all exams. Because there is little ambiguity as far as the correctness of answers in this course, the expectations are clear – you should answer the exam questions as accurately as you can and as thoroughly as you can. You will be allowed to use simple calculators on quizzes and exams (you must use calculators that I provide to you in accordance with Leventhal School policy).

The best bet for success in preparing for quizzes and exams involves a number of steps. First, is making sure you do the advanced preparation for each class. Second is reworking your homework problems and problems done in class and trying other/additional problems I suggest (for exams only). Third is making sure you ask questions in a **real-time manner** to solidify your understanding of the material as we go, rather than trying to **“get it” right before an exam**. Remember, on quizzes and exams you will be required to perform all work on your own.

* The first exam will be **in class on Thursday, February 20, 2020,** and will cover the material from January 14, 2020, through February 18, 2020.
* The second exam will be **in class on Thursday, April 2, 2020,** and will cover the material from February 25, 2020 through March 31, 2020. It will not be cumulative *per se*, except to the extent that the material covered from February 25, 2020, through March 31, 2020, requires knowledge of previously covered material (and this is true to some extent).
* The final exam will cover the material related to **Managerial Accounting only!** The dates for the final exam for each of the classes are as follows:
  + Section #14765 8:00-9:50am class: **Wednesday, May 13, 2020: 8:00-10:00am**
  + Section #14766 10:00-11:50am class: **Tuesday, May 12, 2020: 11:00am-1:00pm**

**If you arrive late to an exam, you may not take extra time to complete the exam. You must turn in your exam at the end of the exam period, irrespective of when you start the exam.** Finally, **you must take the final exam at the scheduled time, unless an incomplete contract has previously been approved (see page 15) or, of course, unless there is an emergency (see below).**

***Policy for Making up Quizzes and Exams***

It is to your advantage to take all quizzes and exams at the time they are given. Further, unless you have my prior approval, you must take quizzes and exams in the section for which you are registered. This latter policy often is dictated by lack of space in the other section.

Because I drop one quiz, **THERE WILL BE NO MAKEUP QUIZZES GIVEN IF YOU MISS A QUIZ!** So do not miss class on the day of a quiz unless you are sick or observing a religious holiday. The quizzes will be given at the end of class so don’t leave early on the day of a quiz.

With regards to exams, the policy of the Leventhal School of Accounting is that you should not miss exams unless there is a very serious emergency AND you can properly document this emergency. Also to the extent possible, you must inform me of the emergency prior to the exam (I understand that this is not always possible). If you miss an exam for something other than a serious emergency and/or you cannot provide proper documentation, you will receive a grade of “0” on the exam. If there is a serious emergency and you can provide proper documentation and, where possible (most of the time), notify me ahead of time of the situation, I will not give a makeup exam. Instead, I will determine your grade from the remaining exams. That is, I will “gross up” the points from the other two exams so that the total for all exams equal 600 points. This policy works to your advantage (which is why I have implemented it) for two reasons. First, it is virtually impossible to create makeup exams that are of the same level of difficulty as the original exam; thus, I tend to err on the side of more difficult when creating the makeup one. Second, if you have experienced an emergency, your performance on an exam shortly thereafter likely would be compromised.

**Check your class schedule for any conflicts with the Final exam**. If you are scheduled for two final exams at the same time or if you are scheduled for more than two final exams in one day, **you must notify me no later than three weeks prior to our scheduled final examination date and request an accommodation**.

***Class contribution points***

These points, **which are 4% of your grade**, are awarded based on timely attendance and contribution to class. Contribution points receive twice the weight of attendance points in determining this portion of your grade. I will take attendance at the beginning of every class session. Note that being late more than two times will incur reductions to these points.

Contribution points will be awarded based on what I judge to be substantive contributions to the learning process. Examples include: asking questions in areas where you are confused; making comments or asking questions that demonstrate preparation and/or insight; present solutions to homework and in class problems, that add to our collective learning; demonstrating the ability to listen and respond to others, and, most importantly, contributions to the overall learning process and moving discussion forward. It is possible to say a great deal while contributing little or nothing to the learning process. I will also factor good “classroom citizenship” into your contribution points. You can exhibit this attribute by (1) helping us maintain a professional and engaging classroom environment, (2) showing interest in your fellow classmates’ comments and thoughts (for example, by both listening to and following up on others’ comments), and (3) being attentive and focused throughout class (very important for both your learning and avoiding disrupting others’ learning). Bad citizenship in class can result in receiving lower contribution points. This attribute includes **but is not limited to, coming to class late; leaving during the class, interrupting class with talking, a buzzing or ringing cell phone or pager; using a laptop or PDA (e.g. IPhone, Blackberry, Watch, etc.) to text or email, or engaging in activities related to other classes; and so forth**. (See section of the syllabus on “Technology Policy” on page 7.)

If I have a concern about this, I will talk with you individually.

Lastly, some students are not as comfortable with class participation, and not everyone can contribute each day, as such, you can earn additional participation points by **emailing me articles from the *Wall Street Journal*, only**, that relate to our class discussion. You need to include a minimum of two substantive paragraphs. One summarizing the article. The other on why it ties into what you have been learning. You can earn three points for each article accepted with a maximum of nine points. You can only turn in one article a week. I will not accept three at one time at the end of the semester. The last day to submit articles is **Friday, May 1, 2020, by 5pm. I will not accept articles submitted after 5pm.**

**PLEASE NOTE:** It is to your advantage to attend class every day, be well prepared, and act professionally (including being on time). This is true for several reasons. **First**, and most significant, the material we cover in class is what is considered most important for this course, and, therefore, will be the material tested on quizzes and exams. Accounting is best learned by practicing. Thus, attending class, and participating actively, will help you learn the material most effectively. **Second**, exams start promptly at the beginning of class; late arrivers will not be given extra time to complete them. **Third**, I will make note of your contribution as stated previously, and, obviously, you cannot contribute if you are not there.

***Homework***

Course material must be read and homework completed **prior** to each class. Homework assignments will be randomly collected at the professor’s discretion and graded. Homework represents **10%** of your total points. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a 100% grade, you will be given an 80% grade). Also **doing the wrong homework problems can result in a homework grade of less than 100%**. **Homework will not be graded for correctness**. **Your grade is based on your effort**. **If you attempt each problem and “all parts of the problem assigned”, whether or not you get it right, you will receive full credit.** There will be **NO make-up homework assignments**; however, students **will be allowed to drop one homework assignment grade**. **If you will be absent from class be sure to email me your homework for that day by the time your assigned class begins just in case it is collected.** This way it will not count as your dropped homework. Homework assignments for each class are found on pages 10 through 12.

***Team Project***

The course also includes a team project that will allow students to apply their newly gained knowledge to analyze a company. The Team assignment will be emailed to you during the third week of the semester. It is a research-based assignment that will require your team to produce a report by answering specific questions about a public company. You will document your results by: 1) delivering a professional / high quality copy of the report and copies of articles you have found about your company; and 2) formally presenting an investment recommendation on your company in a creative presentation to the class.

Since your team’s grade depends on each member’s efforts, **note that if two or more members in your team express material and frequent problems to me and you with your behavior or contribution to the team project, your overall grade for the team project will be zero.**

**Evaluation of Your Work**

I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment you may, within one week of the date the assignment is returned to you, email me a memo in which you request that I re-evaluate the assignment. You need to explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

**Add/Drop Process**Most Marshall classes are open enrollment (R-clearance) through the first week of classes. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. My classes are closed (switched to D-clearance) at the end of the first week. This minimizes the complexity of the registration process for students by standardizing across classes.  **If you miss the first two classes, I will ask an administrator to drop you from the course unless you notify me why you will not be attending class gwith a valid reason**.

Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

**The last day to drop the class without a “W” is Friday, February 28, 2020.**  **The last day to drop the class with a “W” is Friday, April 3, 2020. If you are absent four or more times prior to April 3, 2020, I will ask you to withdraw by that date.** These policies maintain professionalism and ensure a system that is fair to all students.

**Retention of Graded Coursework**

All homework, quizzes and exams are returned to the students in class after they are graded except for the final exam. Quizzes and exams will be returned to me after you have reviewed them during the class. If you are not present on the day a homework assignment, quiz or exam is returned, I will have them available in my office during office hours for you to review for one week after the initial return attempt. After that, any homework, quizzes or exams not picked up or reviewed will be discarded. Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine). After that time, I will discard the final exams or other graded coursework.

**Technology and Course Materials Copyright Policy**

Laptop and Internet usage **is not permitted** during academic or professional sessions. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods, etc.) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. If you are waiting for an important communication, please notify me in advance so we can determine a way in which to do this that is not disruptive or disrespectful.

**No recording and copyright notice.** No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, practice problems, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

**Statement for Students with Disabilities**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability, which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations.  Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

**Students requesting test-related accommodations (Quizzes and Exams) will need to share and discuss their DSP recommended accommodation letter/s with me at least two weeks before the date the accommodations are needed**. Additional time may be needed for final exams. Reasonable exceptions will be considered during the semester for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

**Academic Conduct:**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include  the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own.

Students are expected to make themselves aware of and abide by the University community’s standards of behavior as articulated in the [Student Conduct Code](https://policy.usc.edu/scampus-part-b/). Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus*and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students.

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

http://www.[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Campus Support & Intervention (CSI) - (213) 740-0411*

https://campussupport.usc.edu/

A team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. Please note that we are not an emergency resource and are not available 24/7.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic, which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site ([http://emergency.usc.edu/)](http://emergency.usc.edu/)%20will) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing and other technology.

**Individual Class Topics and Assignments**

The detailed schedule on the following pages provides you with a list of the topics, reading assignments, and homework assignments, due each day. It also provides you with the dates of quizzes, exams and the due dates for the team assignment. **Please note that you are required to complete the reading assignments and homework assignments as preparation for the class they are assigned for.**

**Closing Remarks**

A significant factor in your successful completion of this course is staying current with the material. It is difficult to meet the objectives by letting your preparation “slip”. Course content steadily builds upon itself and does not lend itself to “cramming” for an exam. The assigned problems, readings, and team project are designed to encourage you to pace yourself by regularly preparing for class and staying current with the material.

Students in my class are truly special. Do not depend on someone outside our BUAD 305 sections for class information. My sections of BUAD 305 are different from sections taught by other professors. We don’t always cover exactly the same material in the same sequence or depth. We will not have the same dates for exams, except the final, quizzes or other assignments.

I encourage you to take advantage of office hours when you need help with the material being covered or have questions or other issues to discuss. These hours are yours and you may discuss any issues that you like; however, those needing help on course work will receive top priority. If you come for help in the course, you are expected to be prepared. That is, you should have attended class, read the materials, and made a valid effort to understand the material or work on the assignment in question.

**Best of luck this semester!!!!!!!!!!**

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| **Schedule of Assignments BUAD 305: Abridged Core Concepts of Accounting Information**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Class** | **Date** | **Topic(s)** | **Readings** | **Homework and Quizzes** | | 1 | T,  1/14 | Introduction to course;  Role of accounting | Ch.1: pp. 1-1 to 1-15 | CT17.5, p. 17-48; watch video https://students.dartmouth.edu/academic-skills/learning-resources/time-management-; and answer questions on page 17-48 | | 2 | TH, 1/16 | Communicating and Interpreting Accounting Information | Ch. 1: pp. 1-16 to 1-17;  Ch. 2: p. 2-2; pp. 2-15 (“Financial Reporting Concepts”) to 2-19 | Do-it! 2.3 (p. 2-32) | | 3 | T,  1/21 | The Balance Sheet and Income Statement | Ch. 2: pp. 2-3 to 2-13  Ch. 5: pp. 5-15 (“Multiple-Step and Comprehensive Income Statements”) to 5-20; pp. 5-22 (“Gross Profit and Profit Margin”) to 5-24  Ch. 13: pp. 13-3 (“Sustainable Income”) to 13-7 (up to “Quality of Earnings”) | E2.5-**In addition compute the current ratio and the debt to assets ratio and interpret what the numbers mean.**  P5.4A part (a) only prepare multiple-step income statement, parts (b) and (c) | | 4 | TH,  1/23 | The Accounting Information System | Ch. 3 | E3.19 | | 5 | T,  1/28 | Accrual Accounting Concepts | Ch. 4 | P4.3A, parts (a), (b) and (c); **In addition prepare the closing entries that need to be made.** | |  |  | **Operating Activities** |  |  | | 6 | TH,  1/30 | Merchandising Operations | Ch. 5: pp. 5-1 to 5-15;  pp. 5-21 (“Cost of Goods Sold Under a Periodic System”) to 5-22; and Appendix 5A pp.  5-26 to 5-28 | E5.3, E5.16  **Quiz #1 on material covered in classes 1, 2, 3, 4, and 5** | |  | **F,**  **1/31** | **Last day to drop without a “W” and receive a refund** |  |  | | 7 | T,  2/4 | Reporting and Analyzing Inventory | Ch. 6 and Appendix 6B pp.  6-23 to 6-25 | E6.7, E6.9, P6.1A | | 8 | TH,  2/6 | Reporting and Analyzing Receivables | Ch. 8 | P8.1A, P8.8A | |  |  | **Investing Activities** |  |  | | 9 | T,  2/11 | Reporting and Analyzing Long-Lived Assets I | Ch. 9, pp. 9-1 to 9-14 (up to “Impairments”) and Appendix 9A pp. 9-27 to 9-29 | BE9.2, P9.1A, P9.9A  **Quiz #2 on material covered in classes 6, 7, 8** | | 10 | TH,  2/13 | Reporting and Analyzing Long-Lived Assets II; Review for Exam I | Ch. 9, pp. 9-14 (“Impairments”) to 9-23 (up to “Analysis”) | E9.14, P9.3A | | 11 | T,  2/18 | **Meet with teams and do Marshmallow Challenge** |  |  | |  | W,  2/19 | **Extra office hours for Exam 1 – TBD** |  |  | |  |  | **Topic(s)** | **Readings** | **Homework and Quizzes** | | 12 | TH,  2/20 | **Exam #1** |  |  | | 13 | T,  2/25 | Review Exam;  Investments | Appendix H | EH.4, PH.2 | |  |  | **Financing Activities** |  |  | | 14 | TH,  2/27 | Time Value of Money;  Reporting and Analyzing Liabilities I | Appendix G, pp. G-1 to G-13  Ch. 10, pp. 10-1 to 10-8 (up to Major Characteristics of Bonds) | BEG.1, BEG.4, BEG.9, BEG.12, BEG.19  E10.5 | |  | F  2/28 | **Last day to drop class without a mark of “W” and change grading option from P/NP to letter grade** |  |  | | 15 | T,  3/3 | Reporting and Analyzing Liabilities II | Ch. 10, pp. 10-8 (Major Characteristics of Bonds) to 10-19; 10-22; Appendix 10B and 10C | E10.28E10.29, P10.10A, P10.11A (skip part (c) of this question | | 16 | TH,  3/5 | Reporting and Analyzing Stockholders’ Equity | **Ch. 11, Appendix 11A** | E11.11, P11.2A, part (a) only | |  |  | **Analyzing a Business** |  |  | | 17 | T,  3/10 | Statement of Cash Flows I | Ch. 12, pp. 12-1 to 12-13 (up to Step 2);  Appendix 12A pp. 12-22 to 12-28 (up to “Step 2”) | P12.1A, P12.5A, P12.6A  **Quiz #3 on material covered in classes 13, 14, 15 and 16** | | 18 | TH,  3/12 | No class: Work on Financial Statement Analysis Homework Problem and Team Project |  |  | |  | T,  3/17  TH,  3/19 | **Spring Break!** |  | **Have fun! Don’t lose brain cells!** | | 19 | T,  3/24 | Statement of Cash Flows II | Ch. 12, pp.12-13 (“Step 2: Investing and Financing Activities”) to 12-19 (up to “Free Cash Flow”) | P12.11A | | 20 | TH,  3/26 | Financial Statement Analysis I  **Topics** | Ch. 13, pp.13-1 to 13-2; pp. 13-7 (“Quality of Earnings”) to 13-27  **Note:** **You must go back in book and read the pages for the Liquidity Ratios** (2-11, 2-12, 6-17, 8-22) **Solvency Ratios** (10-20 to 10-21, 12-19 to 12-20)and **Profitability** **Ratios** (2-10, 5-22 to 5-24, 9-23 to 9-24, 11-26 to 11-28). Some of these we looked at previously, some we skipped.  **Readings** | **Additional Assignment to be posted on Blackboard related to Financial Statement Analysis**  **Homework and Quizzes** | | 21 | T,  3/31 | Financial Statement Analysis II; Review for Exam II | Ch. 12, pp. 12-19 (“Free Cash Flow”) to 12-20;  **Handout posted on Blackboard for other cash flow ratios** | P13.5A; also compute “Current Cash debt coverage” and “Cash debt coverage” for both companies. | |  | W,  4/1 | **Extra Office hours for Exam #2: TBD** |  |  | | 22 | TH,  4/2 | **Exam #2** |  |  | |  | F,  4/3 | **Last day to drop with a “W”** |  |  | |  |  | **Managerial Accounting** |  |  | | 23 | T,  4/7 | Review Exam II; Managerial Accounting | Ch. 14 | E14.14, P14.2A  **Team Project Step 1 and 2 due** | | 24 | TH,  4/9 | Job-Order Costing | Ch. 15 | E15.13, P15.1A | | 25 | T,  4/14 | Activity Based Costing | Ch. 17 | P17.4A | | 26 | 4/16  TH | **No class work on team presentations** |  |  | | 27 | T,  4/21 | Cost-Volume Profit Analysis | Ch. 18  Ch. 19, pp. 19-14 (“Operating Leverage and Profitability”) to 19-17 | BE18.4, E18-14, P18.3A, E19.16 | | 28 | TH,  4/23 | Incremental Analysis I | Ch. 20, pp. 20-1 to 20-13 | E20.2, E20.12, P20.2A  **Quiz #4 on material covered in classes 23, 24, 25 and 27** | | 29 | T,  4/28 | Incremental Analysis II; Review for Final Exam | Ch. 19 pp. 19-12 (Sales Mix with Limited Resources) to  19-14  Ch. 20, pp. 20-14 to 20-18 | E19.11  E20.14, E20.15 | | 30 | TH  4/30 | Team Presentations | None | **Teams must turn in one copy of PowerPoint slides** | |  | F,  5/1 | **Last day to submit an article for extra class contribution points by 5pm!** |  |  | |  | T,  5/5 | **Extra office hours for Final Exam: TBD** |  |  | |  |  | **FINAL EXAM: Refer to page 4 of syllabus for final exam day and times.** |  |  | |  |
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**APPENDIX I**

**How BUAD305 Contributes to Student Achievement of Marshall’s Six Undergraduate Program Learning Goals**

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| **Goal** | **Marshall Program Learning Goal** | **Course Objectives that support this goal** |
| **1** | **Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators.*** Specifically, students will:  1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).  1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.  1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.  1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies. | **1-5** |
| **2** | **Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century’s evolving work and organizational structures.*** Specifically, students will:  2.1 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.  2.2 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.  2.3 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors) | **3-4** |
| **3** | **Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.***Specifically, students will:  3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.  3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.  3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts. | **3** |
| **4** | **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.*** Specifically, students will:  4.1 Understand professional codes of conduct.  4.2 Recognize ethical challenges in business situations and assess appropriate courses of action. | **6** |
| **5** | **Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace****.* Specifically, students will:  5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.  5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world. | **2** |
| **6** | **Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises****.* Specifically, students will:  6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.  6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.  6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).  6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices. | **1, 2, 5** |

**Appendix II**

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**Undergraduate Accounting Program Student Learning Objectives**

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| **OBJECTIVE 1** | Technical Knowledge | Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions. |
| **OBJECTIVE 2** | Research, Analysis and Critical Thinking | Students will demonstrate the ability to critically analyze, synthesize, and evaluate information for decision making in the local, regional and global business environment. |
| **OBJECTIVE 3** | Ethical Decision Making | Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making. |
| **OBJECTIVE 4** | Communication | Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner. |
| **OBJECTIVE 5** | Leadership, Collaboration and Professionalism | Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals. |
| **OBJECTIVE**  **6** | Technology | Students will demonstrate an understanding of technology issues and utilize relevant technology tools and applications to gather and evaluate information, analyze and sole problems, work interactively with other people, and develop and present conclusions. |

**LEVENTHAL SCHOOL OF ACCOUNTING**

**GRADING AND ACADEMIC STANDARDS**

**FOR UNDERGRADUATE STUDENTS**

**IN BUAD 280, BUAD 281 AND BUAD 305**

The Leventhal School of Accounting adheres strictly to the grading standards of the University and the School of Business Administration. Additionally, the Leventhal School of Accounting has supplemented those standards with certain others. For students' convenience, and to prevent misunderstanding, these additional standards are summarized below.

**GRADING STANDARDS**

The following grades are used: A - excellent; B - good; C - fair; D - minimum passing; F ‑ failure. The grade of F is awarded for failing work at the end of the semester. The assignment of minuses and pluses when earned is required.

The grade of W (Withdraw) is assigned if the student officially withdraws after the seventh week but before the end of the twelfth week of the semester. No withdrawals will be permitted after the end of the twelfth week except by student petition to the University's Committee on Academic Policies and Procedures.

Students may elect to audit courses during the first three weeks of the semester. A course taken for audit (V) will be assessed at the current tuition rate. A course taken for audit (V) will not receive credit and will not appear on the USC transcript or grade report. Under no circumstances will the University allow a change in the registration status of a course from letter grade or credit to audit (V) or vice versa after the third week of a given semester.

The grade of IN (Incomplete, i.e., work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester) is reserved for those highly unusual cases where, due to circumstances judged fit by the Dean of the Leventhal School of Accounting, the student is unable to complete a specified single item of the course requirements by the time final grades are submitted.

IN grades can be removed only by the student completing the missing requirements of the course to the satisfaction of the instructor.

Marks of IN in courses numbered below 500 must be removed within one calendar year from which the mark of IN was assigned. If not removed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete), with the exception of thesis and dissertation, and compute in the GPA as an F. A student may remove the IN only by completing the work not finished as a result of illness or emergency. It is not possible to remove an incomplete by re-registering for the course. Previously graded work may not be repeated for credit.

**G.P.A. PREREQUISITES FOR UNDERGRADUATE ACCOUNTING COURSES**

The following are grade point average prerequisites for any undergraduate student enrolled in any accounting course. Individual instructors may not waive these standards: (1) an average grade of B or better in BUAD 280 and BUAD 281 with neither grade lower than a B-. If applicable, transfer students are required to meet an average grade of B in the two transferred accounting courses and BUAD 305x (with neither grade lower than a B-).

In meeting the B (3.0) average required for admission to the Leventhal School of Accounting, only one of the courses may be repeated. If the repeated course grade is higher, that grade will be considered in determining whether the student meets the B average for admission, and the original course grade will be disregarded by the Leventhal School. See Repeated Course Work at USC, USC Catalogue, for further restrictions on including grades in repeated classes in the overall grade point average computation.

In computing grade point average prerequisites, BUAD 280, BUAD 281, BUAD 302T and BUAD 305x will be considered accounting courses.

Grades in accounting courses taken at other institutions will not be included in the computation of the cumulative accounting grade point average. **Exception**: transfer students taking BUAD 305x and seeking admission to the School of Accounting.

When a student's cumulative accounting grade point average falls below 2.7, the student is placed on probation. If a student on probation does not regain a minimum accounting cumulative GPA of 2.7 after completing the next 12 semester hours in all courses (including accounting courses) attempted within the University, that student will not be permitted to continue as an accounting major in the Leventhal School of Accounting. Exceptions to this policy may be granted only in unusual circumstances by the Academic Standards Committee of the Leventhal School of Accounting. Decisions of the Academic Standards Committee are final.

To be removed from probationary status, a student may elect either to take another accounting course or courses for which prerequisites are met or to repeat an accounting course or courses in an attempt to earn a higher grade. Regardless of the course of action taken, all courses completed will be counted in computing the cumulative accounting grade point average.

The grade of "W" in an accounting course taken while a student is on probation will not extend probation. The probation period ends at the end of that semester during which the student completes a cumulative total of 12 semester hours of courses in any subject(s) at the university. Under no conditions will the student be permitted more than two successive semesters, including the summer semester, to complete the 12 semester hours of courses.

Students must attain a minimum 2.7 cumulative accounting grade point average to graduate with a Bachelor of Science in Accounting degree.

**OTHER ACADEMIC STANDARDS**

1. The ability of students to write clearly and concisely is a necessary prerequisite to

success in accounting work. Accordingly, students will be required to demonstrate

writing capability in all accounting courses. This may be accomplished primarily through the inclusion of essay-type questions on course examinations.

2. No unregistered students are permitted to attend accounting classes regularly.

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