**NOTE: FINAL IS SCHEDULED ON MONDAY, NOVEMBER 23RD,**

 **FROM 7-9 PM (PST) – NO EXAMS WILL BE GIVEN PRIOR TO THIS DATE-**

**NO EXCEPTIONS**

|  |  |
| --- | --- |
| **Macintosh HD:Users:macinnis:Desktop:Formal_Leventhal_GrayOnWhite_no_Seal.jpg** | **BUAD 281: INTRODUCTION TO MANAGERIAL** **ACCOUNTING** |
| **Course Syllabus for Fall 2020** |
| **Professor: Chrislynn Freed, CPA\*** |
| **Course website:** [**http://blackboard.usc.edu**](http://blackboard.usc.edu) |
| **E-mail:** **cfreed@marshall.usc.edu**\* regulated by the state of Florida |

**Classes will be entirely online via Zoom. Synchronous class sessions will be held at times indicated below for each section. All times are Pacific time. You are expected to attend your section on a regular basis.**

**Class Days and Times:**

**Tuesday/Thursday Section #14520 8:00 – 9:20 am**

**Tuesday/Thursday Section #14523 9:30 – 10:50 am**

**Office Hours: Tuesday/Thursday 11:00 am – 12:00 noon;** Additional hours are provided and posted to

 Blackboard before exams. Also, feel free to email me at any time.

**Zoom links to online classes and office hours can be found on Blackboard on left hand side – labeled: USC Zoom Pro Meeting; Professor Freed’s Office Hours Information**

**Important Dates for Fall 2020**

**First day of classes:**

Monday, August 17, 2020

**Last day to add:**

Friday, September 4, 2020

**Last day to drop without a mark of "W" and receive a refund:**

Friday, September 4, 2020

**Last day to withdraw without a “W” on transcript:**

Friday, October 2, 2020

**Last day to drop with a mark of "W":**

Friday, November 6, 2020

**Last day of classes:**

 Friday, November 13, 2020

**Syllabus Disclosure Highlights**

* Publisher “Connect” License – the course requires both the text and access to McGraw Hill’s Connect and LearnSmart online systems. Some homework, quizzes, and exams will be administered using Connect.
* Consistent Attendance, Preparation, and Participation Are Key to Doing Well - The nature of the material and structure of the course make it difficult to pass the course unless you attend regularly, come to class prepared, work through assignments and participate. Course content steadily builds upon itself and does not lend itself to cramming. The course is structured to be participative, yes even online, with discussion and group work emphasized throughout the course. Timely attendance and participation are expected, tracked and impact your overall grade.
* Team Work - Team formation, team-based assignments, exams, office hours, and other components of the class will all be structured in ways that accommodate time differences for students displaced by the Covid-19 crisis. More details about these course components are posted in Blackboard.
* Course Communications: Professor/Student: Blackboard (BB) is used extensively to communicate with the class. Configure your email to receive BB communications and check BB frequently. Contact me directly via email. Email communications must include “BUAD 281” in the subject line.
* You Are Responsible for Information on Blackboard (BB) – make sure you can access all tools in BB.
* The Course Involves Work Inside and Outside the Classroom. Learn to apply course principles and concepts to a variety of business situations. Adequate preparation involves analyzing scenarios or problems covered in class, homework, assignments, quizzes, projects, etc.
* Course Materials Are Copyrighted - All course materials are copyrighted and may not be copied, posted, distributed, or otherwise shared without express written consent.
* **Get Help** – If you are struggling with the material, see me during office hours. We will be posting additional office hours of IA’s on Blackboard, once they are available.

**Course Description**

This is an introduction to managerial accounting course for undergraduate students whose majors require:

* understanding the impacts management choices have on organizations;
* knowledge of basic management accounting tools, techniques and best practices;
* and the ability to leverage the variety of information the accounting discipline provides managers and organizational decision makers.

The primary focus of the course is the development, presentation and understanding of accounting information useful to a variety of stakeholders when analyzing results and supporting decisions related to: business operations, product costing and overhead application, sales volume and organizational profits, budgeting and planning and organizational/management performance.

**Course Specific Learning Objectives\***

To achieve these learning objectives, a combination of background reading and quizzes, interactive discussion, class activities and practice problems will be utilized.  Interactive discussion and class activities are very important, as research on learning indicates 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.

| **Learning Objective**By the end of this course, students should be able to: | **Bloom’s skill level** | **Assessments** |
| --- | --- | --- |
| 1.Recognize the key principles and assumptions used by accountants when providing information to management and other stakeholders and demonstrate your understanding of these. | Remember and Understand | Solving in class and homework problems, Quizzes and Exams |
| 2. Analyze the cost, volume and profit relationships of an organization by calculating the contribution margin, breakeven point and target profits given a variety of business scenarios. | Analyze | Solving in class and homework problems,Quizzes and Exams |
| 3. Distinguish between traditional job costing and activity-based costing methodologies and their impact on organizational stakeholders by applying both techniques to business situations and evaluating the results. | Understand and Apply | Solving in class and homework problems,Quizzes and Exams |

| **Learning Objective**By the end of this course, students should be able to: | **Bloom’s skill level** | **Assessments** |
| --- | --- | --- |
| 4. Analyze and identify cost information that is relevant for decision makers by recognizing and applying the relevant elements in a variety of decision-making scenarios likely to face professional managers.  | Apply and Analyze | Solving in class and homework problems,Quizzes and Exams |
| 5. Analyze and demonstrate how strategic planning and budgeting processes enhance an organization’s ability to respond to economic changes by preparing elements of the master budget and a flexible budget. | Understand and Analyze | Solving in class and homework problems,Quizzes, Exams and group project. |
| 6. Describe and demonstrate appropriate control and performance evaluation metrics in a multi-product, hierarchical organization by analyzing overall and segment performance using rate-of-return, residual income, and non-financial measures.  | Understand | Solving in class and homework problems,Quizzes and Exams |
| 7. Create a startup company and perform market and competitor analysis, prepare written report and final presentation. | Create | Memos, Excel budget and presentation |

\* Marshall School of Business Undergraduate Program Learning Goals and Objectives are contained in Appendix 1

**Required Materials**

Hilton, Ronald W., Platt, David E. Managerial Accounting: Creating Value in a Dynamic Business Environment. 12th Edition Mc Graw Hill Education (2020)

**You will need both e-text and access to McGraw Hill LearnSmart and Connect**. You can purchase your McGraw Hill E-text and Connect access by clicking on any homework assignment under the Assignment tab in Blackboard. It will take you directly to McGraw Hill Connect. This can also be purchased through the USC Bookstore.

**Prerequisites and/or Recommended Preparation**

BUAD 280 Introduction to Financial Accounting

**Course Notes**

This course will utilize Blackboard for course materials such as Power Point slides, McGraw Hill LearnSmart and Connect for reading, quizzes, and homework, Zoom for class meetings and Respondus for testing.

**Grading Policies**

Your grade in this class will be determined by your relative performance on exams, quizzes, in-class exercises, and a team project. The total class scores will be weighted as follows:

 Possible Percent

Class participation, activities 25 5%

SmartBook reading & Quizzes 25 5%

Connect Homework 25 5%

Team Semester Project 75 15%

Short test #1 (1 hour) 75 15%

Short test #2 (1 hour) 75 15%

Short test #3 (1 hour) 75 15%

Final exam (2 hours) 125 25%

Total 500 100%

Note: Historically, the average grade for this class is about a 3.0 (i.e., a “B”). Three items are considered when assigning final grades:

1. Your score for each of the items above weighted by the appropriate factor and summed.
2. Your overall percentage score for the course.
3. Your ranking among all students in the course(s) taught by your instructor during the current semester.

***Class participation and class activities (5%)***

|  |  |
| --- | --- |
| **OPTION 1** | **OPTION 2** |
| Attend class at the regularly scheduled time, **participate in the breakout groups**, share in the main class session and earn participation points in the same way that all other students enrolled in BUAD 281 will be earning their participation points. | Complete the writing assignment described below for **every online class session that you will not be attending.**  In order to earn full participation points, you must complete the assignment in its entirety, and submit it by no later than Sunday 11:59 pm PT following the class session(s) you will not be attending.Each assignment takes no more than 1 hour and 20 minutes to complete (same amount of time you would spend in class). *To take advantage of Option 2 the student must email the Professor in advance of the absence. Requests to utilized Option 2 after the date of absence WILL NOT be granted.* |

Complete the writing assignment for **every class for which you will be absent**. The assignment includes three

sections.

1. Write a one-page, double-spaced summary of the textbook chapter(s) that are assigned for the class session(s) you will not be attending. If one chapter is assigned, the one-page summary should pertain only to that chapter. Please title this page “Chapter X Summary, xx/xx/xxx”. *[spend approximately 20 minutes on this]*
2. Write a one-page, double-spaced summary of 3 key points that you learned from viewing the recorded class session, which will be posted in Blackboard within 24 hours of the live class. Which points to highlight is your decision. Please keep in mind that Breakout Groups will NOT be included in the Zoom recording. *[spend approximately 40 minutes on this]*
3. Prepare answers and explanations to a question that we do in the breakout sessions. Your response should be approximately ¾ page, double-spaced. This will give you exposure to what your other classmates will be doing in the “breakout groups” you will miss. *[spend approximately 20 minutes on this]*

*Do not stress over the details or perfection of your submission*. This assignment is credit-no-credit and is simply intended to ensure that you get as much as possible out of the course, and that your learning experience will not be compromised compared to your classmates who will be attending class live and regularly.

***SmartBook and Homework (10%)***

SmartBook readings/quizzes are due **prior to your class time** so that we can use a flipped classroom model during our class sessions. During the class session, we will do activities including exercises that will test your understanding of the concepts you learned in the chapter readings and quizzes. Homework is then assigned after the class session in order to solidify your understanding of the material that we are covering in class. The individual homework assignments will be auto-graded in Connect. You will be able to check your results in Connect.

***Team Semester Project (15%)***

The team project has been designed to help you apply many of the concept that you have learned in class to a “start-up” manufacturing company. The project will have several parts so that the entire project is not due at the same time. You will receive more details in class and on Blackboard. The professor will assign teams and will consider students’ time zones.

Grades for individual student contributions to team projects are assigned by me, based on my observations of team’s working dynamics, my assessment of the team’s project quality, and thoughtful consideration of the information provided through peer evaluations. See Appendix 2 for Peer Input/Evaluation Form.

***EXAMS (70%)***

*Three Short Tests – 1 hour each worth 15% for a total of 45% and a final exam worth 25%.*

Three short tests: These tests will only include the 3 chapters that were just covered prior to the exam (see the course calendar for specific chapters for each test). The final exam will be cumulative and will include specified chapters that we covered over the entire semester (see the course calendar for specific chapters for each test). Each Examination is to be completed individually. Collaboration with anyone else in any form is strictly prohibited. No other technology is allowed during the exam. Specific exam details will be shared in class prior to exam. Each examination may include multiple choice and free response problems. The exam may include materials covered in class discussions, assigned in required readings/quizzes, class activities and exercises and homework. We will allow one “cheat sheet” and one sheet of scratch paper during the exam. If you have a known schedule conflict for any exam, please discuss it with me immediately, otherwise there are no makeup exams. Additionally, if an illness or unforeseen emergency arises, you must contact me as soon as possible.

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**Classroom Policies**

Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in participation on page 4, attendance and active participation is expected at the synchronous Zoom class sessions.

* 1. Students are expected to have cameras on during the synchronous Zoom sessions, not pictures, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
	2. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 7 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 7 a.m. and 10 p.m. in your local time zone. In addition, for any student who does not attend the Zoom session live, you will be required to complete the participation Option 2 noted on page 4.

During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

1. Please do:
	1. Log into class early or promptly
	2. Arrange to attend class where there is a reliable internet connection and without distractions
	3. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
	4. If you use a virtual background, please keep it respectfully professional.
	5. Display both your first and last name during video conferencing and synchronous class meetings. If you use a name different than your registered name, please let me know so that I will use the appropriate name and note it in my records.
	6. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
	7. Engage in appropriate tone and language with instructors and classmates.
2. Please try **not** to:
3. Engage in a simultaneous activity not related to the class.
4. Interact with persons who are not part of the class during the class session.
5. Leave frequently or not be on camera for extended periods of time.
6. Have other persons or pets in view of the camera.
7. Zoom sessions will be recorded and posted in the Blackboard Course pages.

**Technology Requirements**

The following equipment and system requirements are recommended to successfully participate in this online course:

* Computer with webcam
* Earphones or headset
* Reliable (preferably high speed) Internet connection
* Current operating system for Windows or Mac
* Current browser – (Google Chrome, Firefox, Internet Explorer (not recommended), Safari (Mac)

For technical support please see:

* **USC Systems**(Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
* For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu.  They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
* **Zoom Video Web Conferencing System (**MarshallTALK)

For assistance using Zoom, go to [Zoom Support Page](https://support.zoom.us/hc/en-us).  You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

* **Marshall Systems** (MyMarshall, Marshall Outlook email)

For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc,edu, or use our self-help service portal as shown below.  The portal allows you to get immediate assistance by searching for the information you need.  You can also use it to chat with a technician or input a request.  To access the service portal, follow these steps:

* + On a computer or mobile device, go to [MyMarshall Home Page](https://mymarshall.usc.edu/) and click the “**Help**” link on the upper right.
	+ Log in using your Marshall username and password.
	(If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

**Retention of Graded Coursework**

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. If I returned a graded work electronically to you, it is your responsibility to file it.

**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.

**Students requesting test-related accommodations (Short tests and Exams) will need to share and discuss their DSP recommended accommodation letter/s with me by August 27th, or 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**

Several 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* <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* [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 Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call* <https://studenthealth.usc.edu/sexual-assault/>

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

*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.

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

<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/), ability@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 Campus Support and Intervention - (213) 821-4710* <https://uscsa.usc.edu/>

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.

**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.

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!!!!!!!!!!**

**COURSE CALENDAR**

| **Class** **#** | **Date****Tuesday** | **Date****Thursday** | **Topic** | **Advanced Reading with quiz SmartBook** due prior to scheduled class time | **Homework****(Connect)** due prior to scheduled class time |
| --- | --- | --- | --- | --- | --- |
| 1 | 8/18 |  | Introductions |  |  |
| 2 |  | 8/20 | The crucial role of managerial accounting  | Chapter 1-read/quiz |  |
| 3 | 8/25 |  | Basic Cost Management Concepts | Chapter 2-read/quiz | 1-26 |
| 4 |  | 8/27 | Basic Cost Management Concepts | Chapter 2 | 2-29, 2-30, 2-40 |
| 5 | 9/1 |  | Product Costing and Cost Accumulation | Chapter 3-read/quiz |  |
| 6 |  | 9/3 | Product Costing and Cost Accumulation;Review | Chapter 3 | 3-24, 3-28, 3-31 |
|  | **9/8** |  | **Holiday-no class** |  |  |
| 7 |  | **9/10**  | Short Test 1 Chapters 1,2,3 (no class meeting-see online test time) | Chapter 1,2,3 | ***Short Test 1*****Thursday, 9/10 at 6:30-7:30 pm PST online** |
| 8 | 9/15 |  | Activity-based costing and management | Chapter 5- read/quiz |  |
| 9 |  | 9/17 | Activity analysis, cost behavior, and cost estimation | Chapter 6-read/quiz | 5-33, 5-46 |
| 10 | 9/22 |  | Cost volume profit analysis | Chapter 7-read/quiz | 6-24, 6-30, 6-34  |
| 11 |  | 9/24 | Cost volume profit analysis | Chapter 7 | 7-29, 7-33, 7-40 |
| 12 | 9/29 |  | Review | Chapters 5,6,7 |  |
| 13 |  | 10/1 | Short Test 2 Chapters 5,6,7 (no class meeting-see online test time) | Chapters 5,6,7 | ***Short test 2*****Thursday, 10/1 at 6:30-7:30 pm PST online** |
| 14 | 10/6 |  | Financial planning and analysis: the master budget | Chapter 9- read/quiz  |  |
| 15 |  | 10/8 | Financial planning and analysis: the master budget | Chapter 9 | 9-25, 9-28, 9-30 |
| 16 | 10/13 |  | Flexible budgetingStandard costing and analysis of direct costs (partial) | Chapter 11-read/quiz |  |
| 17 |  | 10/15**TEAM****Project****Due Date****(10/16)** | Standard costing and analysis of direct costs | Chapter 10-read/quizChapter 11-Appendix B only-read/quiz | 11-31,11-36**PROJECT PARTS** **1 & 2 due by 11:59 pm PST on Friday 10/16/20** |
| 18 | 10/20 |  | Standard costing and analysis of direct costs & Sales Variance (Chapter 11-Appendix B) | Chapter 10 | 10-26, 10-30, 11-52 |
| 19 |  | 10/22 | Review | Chapter 9,11,10 |  |
| **20** | **10/27** |  | Short Test 3 (no class meeting-see online test time) | Chapter 9,11,10 | ***Short test 3-online*****Tuesday, 10/27 at 6:30-7:30 pm PST online** |
| 21 |  | 10/29 | Investment Centers | Chapter 13 (partial)-read/quiz |  |
| 22 | 11/3 |  | Decision making: relevant costs and benefits | Chapter 14-read/quiz | 13-29, 13-33 |
| 23 |  | 11/5**TEAM****Project****Due dates****(11/6 & 11/8)** | Decision making: relevant costs and benefits | Chapter 14 (partial) | 14-35, 14-40**PROJECT PART 3 due by 11:59 pm PST on Friday 11/6/20** |
|  |  |  |  |  | **PROJECT PART 4 due by 11:59 pm PST on Sunday 11/8/20** |
| **24** | 11/10 |  | Presentations |  |  |
| 25 |  | 11/12 | Presentations; Final Review |  |  |
| **26** | **11/23****7-9 pm** Monday |  | Final exam (Chapters 2, 3, 6, 7, 10, 13, 14) | **Final exam** | **Final exam Monday, November 23, 7-9 pm PST** |

**Appendix I**

**USC Marshall School of Business**

**Undergraduate Program Learning Goals and Objectives** (last update 12/21/17)

**Learning goal 1: Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.***

* Students will 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
* Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
* Students will 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
* Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
* Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

**Learning Goal 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.***

* 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.
* Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
* Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

 **Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.***

* Students will identify and assess diverse personal and organizational communication goals and audience information needs
* Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
* Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

**Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.***

* Students will recognize ethical challenges in business situations and assess appropriate courses of action
* Students will understand professional codes of conduct

**Learning goal 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.***

* Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
* Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

**Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.***

* Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
* Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
* Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
* Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

**APPENDIX 2**

|  |
| --- |
| **Peer Input/Evaluation Form** |
| *Complete one form for each of your teammates/group members, including yourself.* |
| **Name of group member:** |   |   |   |   |   |
| *Assess your teammate's contributions on a scale of 1-5 (5 is excellent)* | **5** | **4** | **3** | **2** | **1** |
| Attended and was engaged in team meetings from beginning to end |   |   |   |   |   |
| Asked important questions |   |   |   |   |   |
| Listened to and acknowledged suggestions from every team mate |   |   |   |   |   |
| Made valuable suggestions |   |   |   |   |   |
| Took initiative to lead discussions, organize and complete tasks |   |   |   |   |   |
| Contributed to organizing the assignment |   |   |   |   |   |
| Contributed to writing the assignment |   |   |   |   |   |
| Reliably completed tasks on time in a quality manner |   |   |   |   |   |
| Demonstrated commitment to the team by quality of effort |   |   |   |   |   |
| Was cooperative and worked well with others |   |   |   |   |   |
| I would want to work with this team member again. |   |   |   |   |   |
| Describe your teammate's (or your) contributions to the assignment: |
| How might your teammate (or you) have made **more effective** contributions to the assignment? |
|  |  |  |  |  |  |
| Your name:  | Date:  |