



ACCT 410x – Foundations of Accounting
Syllabus – Fall 2023 (subject to change)

Section 14095R 10:00 – 11:50pm Tue Thur (JFF 328)

Section 14096R 2:00 – 3:50pm Tue Thur (JFF 239)



Professor: Matthew Pfeffer

E-mail: (best way to contact me): mpfeffer@marshall.usc.edu

Office: ACC 214



Office Hours: Tuesday and Thursday, noon – 1:50pm

I will also generally (but not always) be in my office on Wednesday from 9am – 1 pm, but let me know in advance if you are coming so I can be sure to be there.

I am also available by appointment at other times in person or by zoom.

Feel free to email me at any time.

COURSE DESCRIPTION

This course provides an introduction to both financial and management accounting. Accounting, in general, is a system that provides quantitative information to people for decision-making purposes. Financial accounting systems summarize the events and transactions of businesses for external users, such as banks and investors. Management accounting systems summarize important phenomena for internal users, such as marketing managers. There is greater emphasis in this class on financial accounting because many of you will use financial accounting at some point in your lives, e.g., when making decisions about which stocks to buy, evaluating provisions of service contracts, etc. The presentation will consist of moderately technical expositions of concepts and material, but the primary focus will be that of the user (rather than the preparer) of accounting information.

This course is intended for those with limited or no prior business coursework. **The course is not open to students who have credit for other accounting courses, including BUAD 280 and 281 (or a similar course at another 4-year university).** This course satisfies the requirement for the business minor (and for other departments' majors); however, it cannot be used toward a degree in accounting or business. Students who successfully complete the course are eligible to apply to the Leventhal School of Accounting's Masters programs.

LEARNING OBJECTIVES

The overall goal of this course, as mentioned above is to introduce you to financial accounting and management accounting. Subsumed under this goal are several specific learning objectives and desired outcomes:

- You will gain factual knowledge of important financial and management accounting terminology, including, for example: asset, liability, equity, balance sheet, income statement, statement of cash flows, net income, current ratio, accounts receivable, inventory, revenue, cost of goods sold, FIFO, LIFO, fixed cost, variable cost, job order costing, and activity-based costing.

-- *The desired outcome for this objective is that you be able to define and describe these terms. For example, you might be asked to define the term "asset" and give an example.*

- You will gain factual knowledge of the placement of various items in annual reports, including, for example, net income, dividends paid, and operating cash flows. That is, you should learn on which financial statements these items appear and where, if applicable, or in which part of the annual report the item appears.

-- The desired outcome for this objective is that you be able to state where items appear in the annual report. For example, you might be asked to state on which financial statement you would find dividends paid.

- You will learn fundamental financial and management accounting principles. For example, you should learn the balance sheet equation; the effects of transactions and events on asset, liability, and equity accounts; revenue and expense recognition principles; effects of transactions and events on cash flows; various methods of calculating inventory values and depreciation; the method for calculating breakeven point; methods for calculating product costs; and so forth.

-- The desired outcome for this objective is that you be able to describe these principles. For example, you might be asked whether a transaction increases or decreases a particular account's balance.

- You will learn to apply the above factual knowledge to novel situations. That is, you should be able to apply the definitions and descriptions of important terms, and apply your knowledge of placement of items in financial statements.

-- One desired outcome for this objective is that you be able to classify examples of concepts, and locate items in annual reports. For example, you might be asked to determine whether a particular item is an asset or a liability (or neither), or locate dividends in a given set of financial statements.

-- A second desired outcome for this objective is that you be able to critically read media articles that use financial accounting and management accounting terms. For example, you might be asked to read an earnings release or article about a company's performance and identify instances of impression management.

- You will learn to apply the above accounting principles to novel situations. For example, you should be able to state (and/or calculate) the dollar effects of a particular transaction (like purchase of materials on credit) on particular accounts like inventory and accounts payable). As another example, you should also be able to calculate the total cost of a manufactured product.

-- The desired outcome for this objective is that you be able to calculate various accounting figures (e.g., account balances, costs, etc.) using fundamental accounting principles. For example, you might be told that a company borrowed funds from a bank and asked to record the dollar increases or decreases to specific accounts caused by this transaction.

- You will begin to learn how to read and critically analyze financial statements using the above factual knowledge and principles. Specifically, using your understanding of important terms, the effects of transactions and events on accounts, and the definition and underpinnings of financial ratios, you should begin to be able to make assessments of firms' economic "health" and performance based on their financial statements.

-- The desired outcome for this objective is that you exhibit a rudimentary understanding of the use of financial ratios and other tools for analyzing financial statements. For example, you might be asked which ratios are appropriate for assessing a firm's solvency and be asked to compare and evaluate two companies based on these ratios.

To achieve the above learning objectives, I will employ a combination of background reading, homework, interactive lecture, working problems during class sections (individually, together as a class, and in groups), at-home quizzes, and exams. Research on learning indicates that it is very difficult to gain anything more than a superficial understanding of the material without practice and feedback, so this class incorporates a substantial amount of both. Attending class sessions (or watching recorded class sessions if you have obtained approval for an exception to attending class; see the **Classroom Policies** section that follows) is very important to achieving these learning objectives. It is extremely important to complete the reading assignment and homework **before** class.

REQUIRED TEXTBOOKS AND READINGS

The following texts are required for this course:

***Survey of Accounting* (7th edition, ISBN:978-1-264-44297-3) by Thomas P. Edmonds** This book is available through Amazon, McGraw Hill Business Publishers, etc. Feel free to rent or purchase the book or the e-book. In prior classes, somewhat to my surprise, I found that my students exclusively purchased e-books, and I recommend you do the same. McGraw Hill has implanted a “smart book” program that continually checks on your comprehension as you read the book. Many studies have found such an approach to be more engaging and generally superior to just reading text. That is why I have assigned a lecture video and quiz to be taken in advance of each quiz. A link to a short orientation video is included in the first day’s assignments.

Note that access to McGraw Hill Connect **will be required** as part of this course and will be where pre-class videos and quizzes will be taken and turned in. Such access is included in the purchase price of the textbook.

There may also be readings from the business press or other sources, which I will post on Blackboard should I find them relevant and topical.

You will find it helpful to have a simple calculator in class each day as we often will work on problems during class sessions. Students should also plan to have either a smartphone or laptop available for each class so as to complete the occasional live survey.

PREREQUISITES AND/OR RECOMMENDED PREPARATION

The course has no prerequisites and requires no special skills. The quantitative aspects of the course require only elementary math skills, and you are allowed to use a calculator.

COURSE NOTES

I will post slides and handouts to our class Blackboard site prior to class. In my experience, some students prefer to learn during class by taking notes within the electronic slides – thus, you are welcome to download the slides and use them during class on your laptop or tablet. Alternatively, I have observed that some students prefer to take notes “by hand.” You should choose the approach that works best for you.

Please make sure that you are able to access Blackboard after the first class. I will generally 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.

TIPS TO BE SUCCESSFUL

1. Treat the lecture videos like a traditional lecture and take notes. You will need to review these notes before exams.
2. When taking assessment quizzes seek to understand why an answer is correct or incorrect. Don't just assume that you understand if you get the question correct. After quizzes are submitted you will be able to view feedback for each question. Read and make sure you understand this feedback whether you got the question correct or not. You should focus on understanding and not memorizing. There is a lot of material in this course and it is not possible to memorize and be successful.
3. Practice, practice, practice. You must work problems to learn accounting. Take the in-class and out-of-class post-assignments very seriously. It is highly recommended that you work the post-assignment practice sets multiple times. Like the quizzes, seek to understand why an answer is correct or incorrect.
4. Work on this class daily. Do not wait until the due date to complete assignments. If you wait until the last minute you will be focused on completing the assignment on-time and not on learning and understanding.
5. Watch the lectures and complete assignments in a quiet environment where you are not rushed. You need time to re-watch videos and re-work problems.
6. Always review old material before starting new material. Remember this course is cumulative. Reviewing often will ensure that you are prepared to learn the new material. Come to class and bring questions. Not only will you get points, but class is an opportunity to get all your questions answered and clear up any confusion. You will also get the opportunity to help other students. Remember the best way to learn is to teach.

CLASSROOM POLICIES

1. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom.
2. Any student with such accommodations should submit their accommodation document to me as soon as possible. I will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
3. Students who are experiencing illness should not attend class in person. Please inform me **in advance of the class session** to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

GRADE COMPOSITION

The total points for this course are 1000. Your letter grade will be determined based on your relative performance. The 1000 points for the course are divided as follows:

Component	Points
Pre-class video and quizzes	200 (20%)
Exam 1	250 (25%)
Exam 2	250 (25%)
Final Exam	250 (25%)
Participation and professionalism	50 (5%)
	1000 (100%)

After each student's weighted total points are determined for the semester, letter grades will be assigned according to the Marshall School of Business grading guidelines, which generally allows for grading on a curve. My exams are intentionally difficult so as to allow proficiency to be demonstrated by even the most advanced students. There will likely be a wide range of scores and I have yet to have a student get a perfect score. As such, a curve will work in your favor. I will never curve a grade downwards.

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

Letter grade	Corresponding numerical point range
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

GRADING AND ASSIGNMENT DETAIL

Graded Assignments

Pre-class videos and quizzes will be taken on Connect and are scored for accuracy. Unless I indicate otherwise, each quiz will be due by 11:59pm the night before each class session where it is scheduled (see course calendar later in this syllabus). These videos and quizzes will be posted on Blackboard shortly after the class session that immediately precedes the class session where the quiz is due, if not sooner. **I strongly recommend that you begin the quiz well before the due date/time to allow for any technical issues.** You can view your submission in the Blackboard gradebook, and it is

your responsibility to confirm that your quiz was validly received by Blackboard by the due date/time. Please contact me ASAP if you experience any issues.

Exams will be taken in a class session (in the section for which you are registered), and will be administered on paper. Exams will be scored for accuracy. You will be permitted to use a calculator. You are not permitted to discuss the exam with classmates or any other individuals. Preparing for exams is facilitated by keeping up with the work in class, reworking problems that we have done in class, trying other problems that I will suggest, and reviewing practice exams that I will post on Blackboard and/or work through in classroom review sessions. Note also that most each class sessions there is an **optional** homework assignment shown. These assignments are scored, but are **not taken into consideration when calculating your grade**. They are entirely for your own benefit, but you will notice that exam questions are selected which are similar to these questions, so they make an excellent exam study tool.

As described in the Class Policies section, if you have obtained an approved exception to attending class, I will provide you with an alternative means to complete the exam. I will contact you about the specific arrangements.

Following is additional information about exams.

- The first midterm, which will be **in class on Tuesday, September 26th**, will cover the material presented from August 22 through September 25.
- The second midterm exam, which will be **in class on Thursday, November 2**, will cover the material presented from October 3 through October 30. It will not be cumulative *per se*, except to the extent that the material covered requires knowledge of previously covered material (and this is true to a LARGE extent).
- The final exam will cover the material presented from November 6th through November 29th. Again, this exam will not be cumulative *per se*, except to the extent that the material covered from November 9th through November 30th requires knowledge of previously covered material. The final exam for my class starting at 10am will be held on **December 7 from 11am to 1pm**. The final exam for my class starting at 2pm will be held on **December 7 from 2pm to 4pm**.

Participation and professionalism will be assessed each class session, and will include three main dimensions. First, in some classes, I will ask you to provide your thoughts to a question that I will pose in class. I will collect your answers (on sheets that I will hand out); good faith attempts will receive full credit. Second, I will assess your personal contributions to our class discussion; examples of contributions would be answering questions that I pose and asking thoughtful questions about the material. Third, I will factor good “classroom citizenship” into your participation grade. Examples of good citizenship include: (1) helping us maintain a professional classroom environment (e.g., abiding by the new University regulations to keep a healthy in-person classroom), (2) showing interest in your fellow classmates’ comments and thoughts (e.g., by both listening to and following up on others’ comments), (3) being attentive and focused throughout class (very important for your and others’ learning), and (4) working productively with your classmates when I assign group work in class (e.g., helping others in your group and being a responsible team member).

As described in the Class Policies section, if you have obtained an approved exception to attending class, I will provide you with an alternative means to assess your participation. These will vary across class sessions and will include the in-class question that I pose, as well as an additional assignment (e.g., submitting a summary of the top three points that you learned from the recorded class session and responding to a question that relates to the in-class learning exercises that took place).

Policy for Making up Exams

It is to your advantage to take all exams at the time they are given.

With regard to exams, the policy of the Leventhal School of Accounting is that you should not miss exams unless there you are observing a religious holiday or there is a very serious emergency AND you can properly document this emergency. Also, to the extent possible, you must inform me of the religious holiday you are observing or emergency prior to the exam (I understand that this is not always possible). If you miss an exam for something other than the observance of a religious holiday or serious emergency, and/or you cannot provide documentation, you will receive a grade of -0- on the exam. If you are observing a religious holiday or there is a serious emergency and you can provide proper documentation, where possible, notify me of the situation prior to the exam and I will arrange for you to take a makeup exam. If you cannot provide proper documentation, I will determine your grade from the remaining exams and the quizzes. That is, I will “gross up” the points from the other exams so that it is as if you are operating on a 1000-point scale.

The final exam **must be taken at the scheduled time** and no make-up finals are allowed under school policy. Note that the final exam for this course is scheduled for the last day of exams and **no early exams** will be allowed, so you should **plan your travel accordingly**. The only exception to this is if an incomplete contract has previously been approved according to Leventhal School of Accounting guidelines.

Policy for Re-grading Exams

If you believe that your exam has been graded in error, I am happy to regrade it if you do the following. For a simple mistake, such as an addition error or a multiple-choice answer marked wrong incorrectly, please just show me the error. For a more complicated issue such as a debate about an essay answer or an answer to a longer problem, please put your concern in writing and submit via e-mail. NOTE: For either type of issue, you **must** contact me within 10 days of receiving the quiz or exam. If I do not receive a request for regrading within 10 days of your receipt of the quiz or exam, the grade will be considered final. Additionally, I reserve the right to regrade the entire quiz or exam when checking any error brought to my attention for regrading.

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

I've summarized some key dates below:

- The last day to add the class, enroll in the class as Pass/No Pass, or withdraw and receive a refund is September 8th.

- The last day to withdraw without receiving a “W” on the transcript or change a Pass/No Pass to a letter grade is October 6th.
- The last day to drop the course with a mark of a “W” is November 10th.

Retention of Graded Coursework

Quizzes and exams will be retained for one year after the end of the course, consistent with University policy.

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. This is an important part of the training business students must receive to address and solve major issues that confront businesses in a critical and thoughtful manner. These values are reflected in the USC Marshall statement on open communication.

Marshall Learning Environment: Open Expression and Respect for All

The USC Marshall School of Business shares the University’s [Unifying Values](#):

- We act with integrity in the pursuit of excellence.
- We embrace diversity, equity and inclusion to promote well-being.
- We engage in open communication and are accountable for living our values.

We value each person's humanity and voice and strive to ensure that every member of our community feels that they belong and are respected.

We support the [USC Statement](#) protecting free speech and the academic freedom of faculty and students. Certain limited categories of speech are not protected by the law, such as expression that is defamatory, incites violence, constitutes a true threat or unlawful harassment, or violates privacy, confidentiality, or intellectual property rights. But other than the limited categories of legally unprotected speech, we are committed to fostering a learning environment where free inquiry and expression are encouraged and celebrated and for which all members of the Marshall community share responsibility. We recognize that speech that is deeply offensive may nevertheless be legally protected and seek to restrain ourselves from responding with censorship or reprisal.

The classroom is an environment in which students and faculty should not feel they will be punished, ostracized, or humiliated for speaking up with ideas, questions, or concerns, or for making mistakes. As part of the educational process, students and faculty will discuss topics that may make some people uncomfortable, unhappy, distressed, or even offended. Sometimes there will be strong disagreements about these topics, and the care with which they are discussed is paramount. It is the shared responsibility of members of our community: to treat each other with courtesy, dignity and respect; to appreciate the spectrum of viewpoints on an issue; and, to be actively involved in working through contentious issues together.

Artificial Intelligence

In this course, you may use artificial intelligence (AI)-powered programs to help you with assignments other than exams. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to

be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

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
studenthealth.usc.edu/sexual-assault

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

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.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
usc-advocate.symplicity.com/care_report

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

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

Diversity, Equity and Inclusion - (213) 740-2101
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, 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

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, or 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) 442-1200 – 24/7 on call
dps.usc.edu Non-emergency assistance or information.

Trojans Care for Trojans – (213) 740-0411 <https://campussupport.usc.edu/trojans-care-4-trojans/>

USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This private and anonymous request form provides an opportunity for Trojans to help a member of our Trojan Family.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* website (<http://emergency.usc.edu/>) 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 technologies.

COURSE CONTENT DISTRIBUTION AND USE OF RECORDINGS

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Calendar

Key Dates

Exam #1 – Tuesday, September 26

Exam #2 – Thursday, November 2

Final Exam – For my 10am class will be December 7 from 11am to 1pm

For my 2pm class will be December 7 from 2pm to 4pm

Note: *Optional* take-home problems (labeled as “homework” but with no due date and no related scores shown) will also be provided for some classes and will be included at the end of the class slides.

Class	Date	Chapter / Topic	Pre-class Video and Quiz
1	Tuesday, August 22	Syllabus and Connect Set-up	Orientation sections on Connect (unscored)
2	Thursday, August 24	Chapter 1	1-1, 1-2, 1-3, 1-4
3	Tuesday, August 29	Chapter 1	1-5, 1-6, 1-7
4	Thursday, August 31	Chapter 1	1-8, 1-9, 1-19
5	Tuesday, September 5	Chapter 2	2-1, 2-2, 2-3
6	Thursday, September 7	Chapter 2	2-4, 2-5, 2-6
7	Tuesday, September 12	Chapter 2	2-7, 2-8, 2-9
8	Thursday, September 14	Chapter 8	8-1, 8-2, 8-3, 8-4
9	Tuesday, September 19	Chapter 8, Appendix B	8-5, 8-7, Appendix B
10	Thursday, September 21	Exam Review	
11	Tuesday, September 26	Exam 1	
12	Thursday, September 28	Chapter 3	3-1, 3-2, 3-3, 3-4
13	Tuesday, October 3	Chapter 5	5-1, 5-2, 5-3
14	Thursday, October 5	Chapter 5	5-4, 5-5, 5-6
15	Tuesday, October 10	Chapter 6	6-1, 6-2, 6-3, 6-4
	Thursday, October 12	Fall Recess	
16	Tuesday, October 17	Chapter 6	6-5, 6-6, 6-7, 6-8
17	Thursday, October 19	Chapter 7	7-1, 7-3, 7-5
18	Tuesday, October 24	Chapter 7	7-7, 7-8, 7-9
19	Thursday, October 26	Chapter 9	9-2, 9-3, 9-4, 9-5
20	Tuesday, October 31	Exam Review	
21	Thursday, November 2	Exam 2	
22	Tuesday, November 7	Chapter 10	10-1, 10-2
23	Thursday, November 9	Chapter 10	10-3, 10-4, 10-5
24	Tuesday, November 14	Chapter 11	11-1, 11-2, 11-3
25	Thursday, November 16	Chapter 11	11-4, 11-5, 11-6
26	Tuesday, November 21	Chapter 12	12-1, 12-2, 12-3
27	Thursday, November 23	Chapter 13	13-1, 13-3, 13-4, 13-5
28	Tuesday, November 28	Chapter 14	14-1, 14-2, 14-4, 14-5
29	Thursday, November 30	Exam Review	

Appendix I



Undergraduate Program Learning Goals and Objectives

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 II



Undergraduate Accounting Program Student Learning Objectives

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 solve problems, work interactively with other people, and develop and present conclusions.

Participation

Behavioral Anchor Rating Scale

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in simulations and class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Good Performance

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze/apply course material
- Demonstrates willingness to attempt to answer questions

Fair / Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Poor Performance

- Occasional input, often irrelevant, unrelated to the topic
- Reluctant to share information
- Not following the flow of ideas
- Personal applications only
- Drains energy from the class

Unacceptable Performance

- Fails to participate even when specifically asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group/class
- Irrelevant discussion