



## ACCT 410x – Foundations of Accounting

### Syllabus – Spring 2024

**Section 14096R** Tues and Thurs 12noon to 1:50 pm

**Professor: Robert Buce**

**Office:** ACC 214

**E-mail:** [rbuce@marshall.usc.edu](mailto:rbuce@marshall.usc.edu) (best way to contact me)

**Office Hours:** Tues and Thurs 1:50pm to 3:00pm; or by appointment in person or Zoom

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**ACCT 410's FINAL WILL BE HELD ON Wednesday, May 8, 2024, 2-4pm**

**NO EXAMS WILL BE GIVEN PRIOR TO THIS DATE; NO EXCEPTIONS**

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#### IMPORTANT DATES

**First day of classes:** Monday, January 8, 2024

**Last day to add:** Tuesday, January 30, 2024

**Last day to change to Pass/No Pass:** Tuesday, January 30, 2024

**Last day to drop without a mark of "W" and receive a refund:** Tuesday, January 30, 2024

**Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade:** Tuesday, February 27, 2024

**Last day to drop with a mark of "W":** Friday, April 5, 2024

**Last day of classes:** Friday, April 26, 2024

**End of session:** Wednesday, May 8, 2024

#### COURSE DESCRIPTION

This course provides an introduction to both financial and management accounting. Accounting, in general, is a system that provides quantitative information for decision making. 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. The presentation will consist of moderately technical expositions of concepts and material. The primary focus of the course will be on use, interpretation and analysis of financial information, rather than its preparation.

#### 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.

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. Supporting 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 financial statements, 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, videos, homework, interactive lecture, working problems during class sessions (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 is very important to achieving these learning objectives. It is extremely important to complete the reading assignment and homework **before** class.

<b>REQUIRED TEXTBOOKS AND READINGS</b>
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The following required text for this course is a custom text drawn from the following:

- ***Survey of Accounting* (7<sup>th</sup> edition, ISBN:978-1-264-44297-3) by Thomas P. Edmonds, McGraw Hill**
- ***Managerial Accounting: Creating Value in a Dynamic Business Environment* (13<sup>th</sup> edition, ISBN: 978-1-264-10069-9) by Hilton, Ronald W., Platt, David E., McGraw Hill (2023).**

Marshall has negotiated a price of \$70 with McGraw Hill that includes both the electronic version of the custom text as well as access to Connect, the McGraw Hill platform that will be used for assignments.

Your McGraw Hill Create™ eBook, ACCT 410, is now available for purchase:

1. Go to your section registration link and enter your email to register.

Section registration link:

<https://connect.mheducation.com/class/r-buce-spring-2024>

2. Having trouble registering? Get help:

<https://bit.ly/StudentRegistration>

For detailed instruction handouts for your students use the links below.

- [Purchasing a book with an access code - PDF](#)

- [Purchasing a book using a credit card - PDF](#)

For students desiring access to a hard copy of the textbooks, they may be found in the library on the first floor of ACC.

Note that access to McGraw Hill Connect will be required as part of this course and will be where the Edmonds pre-class videos and quizzes and the Hilton/Platt homework will be completed. Such access is included in the purchase price of the textbook. Note that McGraw Hill provides 14 days of courtesy access to Connect.

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.

This course will utilize Blackboard to post course materials such as PowerPoint slides, Reading Assignments, Homework Assignments administered by McGraw Hill Connect, Team Project Instructions and Templates as well as Course Announcements.

Technology requirements are different for each course. Marshall has site licenses for a variety of software that students can access free of charge. You are responsible for ensuring that you have the necessary computer equipment and reliable internet access.

Students are invited to explore what lab or loaner options exist. Contact the Marshall HelpDesk (213-740-3000 or HelpDesk@marshall.usc.edu) if you need assistance.

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.

## **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 post video assessment quizzes, seek to understand why an answer is correct or incorrect. Same for homework problems. Don't just assume that you understand if you get the question correct. After graded homework is 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. The 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.

### GRADING AND ASSIGNMENT DETAIL

Your grade in this class will be determined by your relative performance on exams, quizzes, in-class exercises, and the Team Project and other points as listed below:

	<b>Points</b>	<b>% of Grade</b>
Readings Assignments	0	0%
Class Participation and Professionalism	50	5%
Connect Videos, Quizzes, Homework (200 out of 234 Potential Points)	200	20%
Team Project (including peer review/assessment)	75	7.5%
Mid-Term Exam #1	225	22.5%
Mid-Term Exam #2	225	22.5%
Final Exam	225	22.5%
Total	1,000	100%

Final grades represent how you perform in the class relative to other students. Historically, the average grade for this class is about a 3.3 (i.e., a “B+”). Three items are considered when assigning a student’s final grade:

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 the class.
3. Your ranking among all students in the class.

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. There will likely be a wide range of scores. As such, a curve will work in your favor.

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

## Assignments

Although no points will be awarded for completing Reading Assignments or videos, **it is highly recommended** that student completed the reading assignments/videos prior to the due dates to establish a foundational understanding of the material that will be taught during lectures. For classes with pre-class videos, there is generally a quiz/assessment that is due before the start of that class. For classes with reading assignments there is generally assigned homework that is due before the start of the next class.

Please note, as documented in the Course Calendar, **not every Learning Objective (LO) in every chapter will be covered**. Of course, students are encouraged to read each chapter in full and/or complete all LO videos, however, only those Learning Objectives listed on the Course Calendar/Schedule below are “Required”.

The Course Calendar lists the Reading/Video Assignments and due dates. In addition, for convenience the reading assignments are posted on Blackboard in Assignments. If you click on the assignment, it will take you to the textbook on McGraw Hill’s platform.

For classes that have **Pre-class videos and assessments/quizzes** assigned, they will be taken on Connect and are scored for accuracy. Unless I indicate otherwise, each quiz will be due by 8:00am of the day of 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.

### **Class Participation and Professionalism**

While no points will be awarded for Class Participation, numerous academic studies have found that there is a direct, positive correlation between active student participation and academic performance. Active, engaged and thoughtful participation will very likely be a dramatic impact on your performance.

Each student begins the course with 50 Professionalism points. These points are the student's to keep or lose, based on (1) your thoughtful response to questions discussed in class, (2) "classroom citizenship" including maintaining a professional classroom environment, respectful relationships with teaching assistants, tutors, your fellow classmates and me. Frequently missed classes, late arrivals or early departures, failure to attend Class Project Team meetings, lack of communication or inappropriate behaviors or communication will be considered with regards to professionalism points. Ideally each student will begin and end the course with all 50 professionalism points.

### **Classroom Policies**

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.

Any student with such accommodations should submit their accommodation document to me as soon as possible.

### **Connect Homework Assignments**

A maximum of 200 points out of a total of 234 potential points may be earned related to Homework. Homework will be administered through the McGraw Hill Connect technology platform. The Course Calendar lists the Due Dates for each Homework Assignments. Assignments are due by 8:00 am on the date listed on the Course Calendar. Homework assignments will be auto-graded via Connect. Students will have two attempts per assignment.

Students will have access to "Check My Work" **once per question**. **Students can use it on either the first or second submission.**

After submission of the first attempt students will be made aware of the portions of the assignment that were completed correctly as well as any portions answered incorrectly. (Green indicators for correct solutions or Red for incorrect solutions.) On the second attempt, students only need to change those portions answered incorrectly on the first attempt.



*Note: Connect does offer a second attempt if a student's first attempt is 100% correct.*

The highest score across both attempts will be posted to Blackboard. However, it is important to note that **Homework points WILL NOT be posted to Blackboard until a link is established between Blackboard and the McGraw Hill Connect platform.** To establish the linkage, at least once during semester each student must click on a Homework Assignments listed on Blackboard in "Assignments."

While it is highly recommended that students complete ALL assigned Homework prior to the due date, the 34-point difference between the total potential points and the maximum that may be earned provides each student with the flexibility of missing the due date on at least one assignment without incurring a penalty. Accordingly, **Homework not completed by the Due Date and Time will earn 0 points.** No Homework Extension will be granted regardless of the circumstance. **PLEASE do not ask for a Homework Extension, NO HOMEWORK EXTENSIONS WILL BE GRANTED.**

### **Team Project**

The team project is designed to help you apply many of the concepts that you have learned in class. You will receive more instructions on the Team Project requirements during class and via Blackboard ahead of time. However below are a few important things to know.

#### **Team Presentation**

Each team will make an in-class presentation summarizing the findings and conclusions. Every member of the team must be present. Every team member should make a contribution to the project, even if not speaking.

#### **Peer Evaluation/Assessments**

It is critically important that ALL members of the Team contribute equally in all aspects of the Team Project. At completion each student will complete a Peer Evaluation/Assessment. The Peer Evaluation/Assessment provides a mechanism for Team Members to provide feedback to the Professor and their Teammates regarding their contributions to the effort. In my evaluation of you and the team I will thoughtfully consider the information provided through the Peer Evaluation. My evaluation you and your team performance will be based on (1) timely completion of all deliverables, (2) following directions, (3) originality, thoughtfulness and quality of reasoning with respect to your conclusions, (4) persuasiveness of your presentation and (5) your productive contribution to the team. **It is important to note that any student failing to submit the Peer Evaluation/Assessment by the posted deadline will result in the loss of 5 points per day up to 10 points.**

### **Examinations**

All three examinations will be administered in person within a classroom environment using paper examinations. Accordingly, students must be physically present to take each examination.

### ***Examination Administration Policy***

All examinations will be “Closed Book and No Notes or Formula Cards”.

### ***Midterms***

There are two Midterms on the dates listed in the Course Calendar. Each Midterm is worth 22.5% of total available course points.

#### ***Midterm Policies***

- **No Midterms will be given prior the date listed in the Course Calendar**
- **No Make-up Midterms**
  - ✓ Failure to take a Midterm will result in 0 points being earned for that Midterm.
  - ✓ In the event that a student is unable to take Midterm #1 or Midterm #2 due to a documented medical emergency, the points associated with the missed Midterm will be reallocated across the remaining Midterm and/or Final. In the unlikely event of this situation, the Professor will provide more specific information regarding the point reallocation methodology that will be utilized.

### ***Final***

The Final Exam is worth 22.5% of total available course points. The Final is “partially cumulative” covering the chapters previously tested on Midterms 1 and 2 and the chapters covered after Midterm 2. Please refer to the Course Calendar below for the specific chapters to be included.

Final will be held on **Wednesday May 8, 2-4pm**

Be advised that NO final will be given prior to May 8, 2-4pm. the ACCT Final listed on the University’s Final Schedule. **NO EXCEPTIONS.** Per USC policy:

#### **Student Scheduling Conflicts**

No student is permitted to omit or take early a final examination and no instructor is authorized to permit a student to do so.

Students should plan in advance to avoid scheduling conflicts in their final examinations.

### **Attendance**

Students are highly encouraged to attend all classes in person and to arrive prior to commencement of the class. While attendance at 100% of the classes is required, student class attendance is one of the criteria used to evaluate professionalism. In a professional business environment recurring failure to attend standing meetings is considered unprofessional behavior.

## **Late Arrival to Class**

When students arrive late to class, it disrupts the flow of a lecture or discussion, distracts other students, impedes learning, and generally erodes class morale. Moreover, if left unchecked, lateness can become chronic and spread throughout the class.

***“Being late is not an accident. It is a choice.”*** People that are late are sending a signal to those who have made an effort to be on time . . . “You aren't as important as I am.” Being late is not only disrespectful. I keep track of late arrivals. Frequent tardiness will result in the loss of Professionalism Points.

## **OTHER MATTERS**

### **Collaboration Policy**

Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. For more information about unauthorized collaboration visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or [http://lib-php.usc.edu/tutorials/academic-dishonesty/story\\_html5.html](http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html).

**Appendix II contains the specific Penalties for Academic Integrity Violations.**

### **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 graded work is returned to you electronically, it is your responsibility to file it.

### **Use of Recordings Policy**

Pursuant to the USC Student Handbook ([www.usc.edu/scampus](http://www.usc.edu/scampus), Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

### **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. 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.

### **Add/Drop Process**

Most Marshall classes are open enrollment (R-clearance) through the Drop/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](http://classes.usc.edu)) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) 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 (213) 740-0690; if new seats or sections are added, students on the interest list will be notified.

### **Use of Technology in Classroom Policy**

Laptop and Internet usage is permitted during the classroom except for exams or specific request by the professor. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. Unless requested otherwise, ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) should be stowed or **face down** in do not disturb mode. You might also be asked to deposit your devices in a designated area in the classroom.

Pursuant to the USC Student Handbook (<https://policy.usc.edu/studenthandbook/>, page 27), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

### **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. In this course we will support the values articulated in the USC Marshall "Open Expression Statement" (<https://www.marshall.usc.edu/open-expression-statement>).

### **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/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Brightspace learning management system (TBD), teleconferencing, and other technologies.

## **PROFESSOR BUCE POLICIES / COMMITMENTS**

### **Lecture Slide Policy**

Prior to 12 noon I will make “Pre-Class Lecture Slides” available on Blackboard “Content” for used for note taking. However, I reserve the right to make changes to those slides prior to the commencement of class.

By 5:00 pm I will make the finalized “Lecture Slides” available on Blackboard in “Content”

### **Email Based Homework and/or Practice Examination Question Support Policy**

**No Email based Homework and/or Practice Midterm/Final Problem/Question support available.** I am more than happy to work with students on Homework and Practice Midterm/Final Problems/Questions in person during my office hours or during a scheduled in-person or virtual sessions.

Accordingly, if I receive I an email related to a homework problem or practice examination question I will respond with a request for the student to visit me during my office hours.

### **Email Response Commitment**

I will make every effort to respond to emails within 1 business day of receipt.

## **TECHNOLOGY**

### **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](mailto: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](#). 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](mailto: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](#) 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.

## **USC STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage including the use of Artificial Intelligence (See below).

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity 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.

Appendix II contains the specific Penalties for Academic Integrity Violations.

### **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](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

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

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

[\*988 Suicide and Crisis Lifeline\*](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[\*Relationship and Sexual Violence Prevention Services \(RSVP\)\*](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[\*Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)\*](#) - (213) 740-5086

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

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 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) 740-0411

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

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

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

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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

### SCHEDULE OF CLASSES/COURSE SCHEDULE

Class	Tues day	Thurs day	Topic	Pre-class video/assessment due by 8am	Pre-class reading assignment	Homework due by 8am
1	1/9		Introductions, course overview, case study	Connect orientation video		
2		1/11	Foundational basics (E Chap 8)	E Chap 1 (LO 1-3, 4, 6)		
3	1/16		No class (MLK 1/15)			
4		1/18	Accounting equation and transactions (E Chap 1)	E Chap 1 (LO 1-6, 7, 8, 10)		
5	1/23		Accounting equation with Accruals and Deferrals (E Chap 2)	E Chap 2 (LO 2-1, 2, 3, 6, 7, 8)		
6		1/25	Period/product cost, accounting for purchases, inventory/cost of goods sold transactions (E Chap 3)	E Chap 3 (LO 3-1, 2, 3, 4)		
7	1/30		Accounting for net revenue, inventory/cost of goods sold transactions (E Chap 3)	E Chap 3 (LO 3-5, 6, 7, 9)		
8		2/1	AR and Inventory Cost Flow (E Chap 5)	E Chap 5 (LO 5-1, 2, 3)		
9	2/6		AR and Inventory Cost Flow (E Chap 5)	E Chap 5 (LO 5-4, 5, 6)		
10		2/8	Exam 1 review			
11	2/13		Exam 1			
12		2/15	Long term Operational Assets (E Chap 6)	E Chap 6 (LO 6-1, 2, 5, 6, 7, 9, 10)		
13	2/20		No class (Pres Day 2/19)			
14		2/22	Liabilities (E Chap 7)	E Chap 7 (LO 7-1, 3, 4, 5, 7, 8, 9, 10)	Class Project assigned	
15	2/27		Equity (E Chap 8)	E Chap 8 (LO 8-1, 2, 3, 4, 5, 7)		
16		2/29	Financial Statement Analysis (E Chap 9)	E Chap 9 (LO 9-1, 2)		
17	3/5		Financial Statement Analysis (E Chap 9)	E Chap 9 (LO 9-3, 4, 5)		
18		3/7	Financial Statement Analysis – ROI and EVA		HP Chap 13 (LO 13-2, 3, 4, 5)	Class Project: Workplan
19	3/12		Spring recess (3/10-17)			
20		3/14	Spring recess (3/10-17)			
21	3/19		Time Value of Money/Capital Budgeting	HP Chap 16 (LO 16-1, 2)		HP 13-29, 33
22		3/21	Exam 2 review			16-28, 16-40

23	3/26		Exam 2			
24		3/28	Managerial Accounting intro and Cost Behavior		HP Chap 6 (LO 6-2, 3, 4, 5, 6)	Class Project: Outline
25	4/2		Cost volume profit (CVP) Part 1		HP Chap 7 (LO 7-1, 2, 3, 4)	6-24, 25, 34
26		4/4	CVP Part 2		HP Chap 7 (LO 7-7, 8, 9)	
27	4/9		Budgeting/FP&A		HP Chap 9 (LO 9-2, 3, 5, 6) & Chap 11 (LO 11-1, 2)	7-29, 33, 40
28		4/11	Class Project Team Presentations			9-25, 28, 30. 11-31 and Class Project: PPT Presentation
29	4/16		Business Decisions Part 1		HP Chap 14 (LO 14-2, 3, 4, 5)	
30		4/18	Business Decisions Part 2		HP Chap 14 (LO 14- 6)	
31	4/23		Business Decisions Part 3		HP Chap 14 (LO 14-5, 6)	
32		4/25	Catchup and final review			14-35, 40
			Final Exam Wednesday May 8, 2-4pm			

Team Presentations (?) public/private co analysis

## 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 21<sup>st</sup> 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)

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**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
-

<b>OBJECTIVE 1</b>	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.
<b>OBJECTIVE 2</b>	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.
<b>OBJECTIVE 3</b>	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making.
<b>OBJECTIVE 4</b>	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner.
<b>OBJECTIVE 5</b>	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.
<b>OBJECTIVE 6</b>	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.

**APPENDIX II**  
**Penalties for Academic Integrity Violations**

**Acct 410 Grade Penalties**

The following Grade penalties may only be imposed if a student is determined to be responsible for a violation of the Student Handbook.

<https://policy.usc.edu/studenthandbook>

<b>Plagiarism or use of Artificial Intelligence (AI)</b>	<b>Grade Penalty for Students</b>
The submission of material authored by another person but represented as the student’s own work	<b>0 Points on the Assignment<sup>1</sup></b>
Re-using any portion of one’s own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.	<b>0 Points on the Assignment<sup>1</sup></b>
Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.	<b>10% to 100% Deduction of Points on the Assignment depending upon the extent of of the improper acknowledgement<sup>1</sup></b>
Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student’s own work, or providing academic work, such as term papers, solutions, or assignments that another student submits as their own work.	<b>0 Points on the Assignment<sup>1</sup></b>
<b>Cheating</b>	<b>Grade Penalty for Students</b>
Submitting material that was substantively drafted or revised by another.	<b>0 Points on the Assignment<sup>1</sup></b>
Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination; or, any behavior that defeats the intent of an examination or other classwork or assignment, unless expressly permitted by the instructor.	<b>0 Points on the Assignment<sup>1</sup></b>
Submission of work altered after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another’s exam as one’s own to dispute a grade and/or gain credit.	<b>0 Points on the Assignment<sup>1</sup></b>

Obtaining for oneself or distributing any academic work, such as solutions to homework, a project or other assignment, or a copy of an exam or exam key, without the knowledge and expressed consent of the instructor.	<b>0 Points on the Assignment<sup>1</sup></b>
Unauthorized collaboration on any academic work, such as an exam, a project, homework, or other assignment. Collaboration will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.	<b>0 Points on the Assignment<sup>1</sup></b>
<b>Cheating - Continued</b>	<b>Grade Penalty for Students</b>
Taking a course or completing any coursework or exam for another student, or allowing another individual to take a course, complete coursework or a portion of a course, or exam in one's stead.	<b>0 Points on the Assignment<sup>1</sup></b>
Accessing, altering, and/or using unauthorized information.	<b>0 Points on the Assignment<sup>1</sup></b>
<b>Other Violations of Academic Integrity</b>	<b>Grade Penalty for Students</b>
Fabrication: Submitting material for lab assignments, class projects, or other assignments which is wholly or partially falsified, invented, or otherwise does not represent work accomplished or undertaken by the student.	<b>0 Points on the Assignment for the individual student (s) associated with the violation<sup>1</sup></b>
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.	<b>Referral of student to the Office of Academic Integrity</b>
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.	<b>Referral of student to the Office of Academic Integrity</b>
Failure to comply with testing protocols, policies, procedures, or instructions.	<b>0% to 100% Deduction of Points depending upon the infraction</b>
Falsification, alteration, or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, résumés, academic documentation, letters of recommendation, admissions applications, or related documents.	<b>Referral of student to the Office of Academic Integrity</b>
Any act that gains or is intended to gain an unfair academic advantage may be considered a violation of academic integrity.	<b>Referral of student to the Office of</b>



Furnishing false information to any university official, faculty member, or office. This includes but is not limited to furnishing false information in academic petitions or requests, financial aid documents, student employment documents, applications, financial statements or other documents, or intentionally evading university officials and/or obligations to the university.

Any attempt to hinder the academic work of another student or any act which may jeopardize another student's academic standing.

**Academic Integrity**

**Referral of student to the Office of Academic Integrity**

**Referral of student to the Office of Academic Integrity**

1. Referral of student to the Office of Academic Integrity