

Professor: Robert Carnes, PhD, CPA
Office: ACC 111
Office Phone: (213) 740-0663
Email: bobby.carnes@marshall.usc.edu
Class: Section 14057R: Tuesday/Thursday 12:00PM – 1:50PM, ACC 236
Section 14056R: Tuesday/Thursday 2:00PM – 3:50PM, ACC 236

Office Hours: In-person (ACC 111): Tuesday/Thursday, 10:00AM – 11:00AM (or by appointment)
Zoom: Wednesday, 10:00AM – 11:00AM (or by appointment)

Course Description

Auditing is a term used in a variety of settings in our society. In an accounting curriculum, auditing may include government auditing, internal auditing, and other topics. The primary focus of this class will be on understanding audits of financial statements and the auditing environment related to public companies in the United States. We will use this setting to begin the process of acquiring the skills necessary to practice as an auditor in today's business world.

The course is divided into six sections. Section 1 provides an introductory overview of auditing. Sections 2 through 5 follow the key phases of the audit process: Section 2 covers client acceptance, audit planning, and risk assessment; Section 3 focuses on control testing; Section 4 addresses substantive testing; and Section 5 concludes with audit wrap-up and reporting. Finally, Section 6 provides students with an opportunity to apply the concepts covered in Sections 1 to 5, incorporating data analytics.

- Major themes of the course include:
 - Examining professional and ethical standards relating to assurance services.
 - Identifying management assertions to which assurance services are applied.
 - Using analytical procedures to assess financial reporting risk and develop procedures to gather evidence about management assertions and fraud risks.
 - Gathering audit evidence through the use of statistical sampling and computer assisted audit techniques.
 - Analyzing transactions and transaction cycles.
 - Introducing internal & operational auditing and other forms of assurance services.
 - Reporting the results of assurance services.
 - Exploring contemporary issues and the effect of the current economic environment on auditing and assurance services.

- *Challenge:* You should view this class as a stepping stone to the beginning of your professional career. Note that auditing skills are applied in many areas outside the audits of financial statements. The topics and skills required are difficult and complex. You should set high standards for your performance in the class, but also recognize that there are enough ambiguities in both the topics and the skills that you will not and should not be satisfied with what you will have achieved by the end of the course. As is true of any profession, becoming a professional auditor is a challenging process that requires continuous learning. Most practicing auditors do not become comfortable with their skills and knowledge until they are three to five years (or more) into practice.

- *Complex Thinking:* Because this is an upper division course, you are expected to demonstrate the level of academic ability and maturity necessary to think effectively about unstructured financial and

accounting problems and to read and process course material without the aid of detailed instructions, outlines, and study guides.

- *CPA Exam:* This course is not intended to be a CPA Examination preparation course. Instead, it is designed to help you develop critical thinking and writing skills and become familiar with auditing.
- *Prerequisite Knowledge:* You are expected to be proficient with the basic measurement rules for GAAP based on your prior accounting classes. In addition, you are expected to understand the basic inference methods covered in your statistics classes. These methods and the underlying theory can be useful in understanding basic theories in auditing such as the audit risk model and audit sampling.

Learning Objectives

Upon successful completion of this course, students will be able to:

1. *Technical Knowledge:* Demonstrate technical proficiency in auditing concepts, including audit risks, materiality, and fraud detection, and apply this knowledge to solve problems and make informed decisions.
2. *Research, Analysis, and Critical Thinking:* Apply fundamental auditing principles and data analytics to critically evaluate novel situations and develop effective audit strategies.
3. *Ethical Decision Making:* Demonstrate an understanding of professional ethics, including independence requirements, and evaluate how biases such as confirmation bias can impact ethical decision-making.
4. *Communication:* Communicate auditing concepts clearly and persuasively, both orally and in writing, ensuring compliance with professional documentation standards.
5. *Leadership, Collaboration, and Professionalism:* Collaborate effectively in group settings, demonstrating leadership, professionalism, and teamwork while completing case assignments and class activities.
6. *Technology:* Utilize tools such as Tableau and Excel to perform auditing tasks, including risk assessment, substantive testing, and creating effective data visualizations.

See Appendix 1 for a full description of the Leventhal School Learning Objectives.

Prerequisites and/or Recommended Preparation

The formal prerequisite for this course is ACCT 370. With regard to math skills, you will be able to use a non-programable calculator for calculations. A working knowledge of personal computers is expected. Additionally, I will expect that you have basic knowledge of Excel and Tableau (and both of these tools on your personal computer). We will use Excel and Tableau in the data analytics cases. If at any time you would like a refresher on basic computer concepts, specific software functionality, or other topics that come up during the course, you can access <https://itservices.usc.edu/linkedin-learning/> for helpful information.

Regularly reading a general business periodical or newspaper's financial section will aid in your business education. To this end, you can subscribe to the Wall Street Journal for free as a USC student: <https://libraries.usc.edu/databases/wall-streetjournal>.

Required Materials

The textbook and support materials below are required for this course. The textbook has ebook and rental options, which are likely the most cost-effective. Because auditing standards change over time and you are likely to purchase an additional audit textbook when you study for the CPA exam, I recommend renting the textbook for this course rather than buying it.

- Textbook: Messier, Glover and Prawitt, *Auditing and Assurance Services: A Systematic Approach*, McGraw-Hill, 2021, 12th Edition (SBN10: 1264100671 | ISBN13: 9781264100675) – please select

the 12th Edition and not the 2024 Release. Available through the [publisher](#) or third-party websites such as [Amazon](#).

- A computer with sufficient bandwidth to access Brightspace is required. Additionally, students should have Microsoft Office (Word, Excel, and PowerPoint) installed on their computers. Tableau is also required for the course and can be accessed by students for free: <https://itservices.usc.edu/tableau-business-intelligence/>.
- Technology requirements are different for each course. Marshall has site licenses for a variety of software that students can access free of charge. A list of available software is located [here](#). If you have any concerns about purchasing required software, please let me know. 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.
- Miscellaneous articles and readings to be posted on the course website.

Course Notes and Announcements

Course notes and other materials such as lecture slides and any in-class handouts will be available on Brightspace. I will do my best to make these materials available before class but will at the latest post them by the end of the day on which they are used in class.

There is an announcement section within the course website on Brightspace. This will be the vehicle by which all announcements will be made. Any change in office hours, exam dates, due dates, or the course schedule will be announced there. Please make sure you do not turn off announcements in your notifications settings on your Brightspace course website. **You are responsible for all announcements posted on Brightspace.**

For general questions or help (conflicts, missed class, etc.), please contact me via email or stop by my office hours. In most cases, you can expect a response to your email within 1 business day.

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>).

Classroom Policies

1. Students must be officially registered for the course to participate in course activities.
2. After the second day of instruction, students are encouraged to sit in the same seat each class to make it easier for the instructor to learn their names and track participation.
3. Active class participation is important in achieving the learning objectives for this course. There is no substitute for learning and collaboration that happens inside the classroom. 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. There is no option to attend class via Zoom.
4. Students with accommodations should submit their accommodation document to their instructor **via e-mail** as soon as possible with **a minimum of five business days prior to the requested accommodation**. Communication is important for arranging accommodations. **Please assume that the instructor has not received notification of a request for accommodation unless the instructor has been sent an e-mail directly from the student via the student's @usc.edu e-mail address.** All accommodated tests, including all quizzes and exams, should be taken at the OSAS Testing Center. For the avoidance of doubts, it should be assumed that a student waives all rights to testing accommodations for a test if the student takes the test outside the OSAS Testing Center.

5. Excused absences from any class are at the discretion of the course instructor. Excused absences will be given for unavoidable emergencies. **All requests for an excused absence must be e-mailed to the instructor.** For the avoidance of doubts, all absences are unexcused unless the instructor specifically states in an e-mail that the absence is excused.
6. Students who are experiencing illness should not attend class in person. Students who miss class for any reason are responsible for catching up on materials missed. A student who misses a class should reach out to classmates, the TAs/tutors and/or the professor in case of questions on missed material. Although classes are recorded, these are for the professor's use only and are generally not made available to students. A student could request a class recording, which the faculty may provide at their sole discretion for an **excused** absence.

Grading

Your grade will be based solely on the following rubric:

Graded Elements	Points Possible	% of Total Points
<i>EXAMS</i>		
Exam 1	150	15%
Exam 2	150	15%
Exam 3	200	20%
Data Analytics Exam (Final)	100	10%
<i>QUIZZES</i>		
Quizzes	150	15%
<i>HOMEWORK</i>		
Homework Questions	50	5%
<i>PARTICIPATION</i>		
Participation	50	5%
<i>PROJECTS</i>		
Course Project 1	75	8%
Course Project 2	75	8%
TOTAL	1,000	100%

Final grades will be based on obtaining the following percentage of total course points:

A	94-100%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	Below 60%

Required percentages may be reduced based on a course “curve.” Any “curve” or adjustment to the required percentages is determined at the end of the semester based on total course points possible. There is no way to determine a “curve,” if any, before the end of the module. There is also no guarantee that there will be a “curve” in the course.

Three items are considered when assigning final grades:

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

To earn an A or A- will require extraordinary effort and achievement. While the grade of B+ or B denote a solid understanding of financial accounting, the grades of A or A- describe understanding and effort far beyond the average student.

Grades will be determined **solely** by the grading rubric above and are rounded to two decimal places. Grades are **NOT** subject to negotiations. **For the avoidance of doubts, being close to the next higher grade (even 1 point away from the next grade) is not a relevant consideration.** For example, if your final grade percentage was 89.99%, then your final grade for the course would be a B+. My response to any request for a grade to be rounded beyond two decimal places will simply reference this policy. Additionally, external circumstances (e.g., grades earned in other courses, needing a certain grade to avoid academic probation, already having earned an unsatisfactory grade in another course, etc.) are irrelevant to your grade in this course and will be summarily ignored.

Once submitted, all grades are final and will only be changed in the case of a clerical error. Concerns about grades for assignments or tests should first be discussed with the instructor in-person (or Zoom meeting) and then submitted in writing within 10 days of receiving the grade. If no request for regrading is received within this period, the grade will be considered final. Please note that the instructor reserves the right to regrade the entire assignment or test.

Extra credit for the course is not available. Please do not ask the instructor for extra credit. For the avoidance of doubts, there are no opportunities to raise your grade by doing extra work during the semester outside the scheduled assignments.

Exams

- There will be four exams, which are separately weighted based on the grade rubric in the grading section above. All exams are proctored and conducted in-person. Exams 1 - 3 will be administered in-class during our regularly scheduled class time, as indicated in the course schedule. The final will be administered during the University's appointed final exam time at the appointed location.
- ACCT 456 Policy for Making up Tests:
 - 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 is a very serious emergency AND you can properly document this emergency. Also, to the extent possible, you must inform me of the emergency prior to the exam (I understand that this is not always possible). If you miss an exam for something other than a serious emergency and/or you cannot provide documentation, you will receive a grade of zero on the exam. If there is a serious emergency and you can provide proper documentation and, where possible, notify me of the situation prior to the exam, I will not give a makeup exam. Instead, I will determine your grade from the remaining exams. That is, I will separately “gross up” the points from the other exams so that it is as if you are operating on a full scale. For example, if you miss Exam 1, your total exam grade will be determined by Exams 2-3, and the Data Analytics Exam (weighted based on the points assigned to the exams in the course grade rubric). This policy works to your advantage (which is why I have implemented it) for two reasons. First, it is virtually impossible to create makeup exams that are of the same level of difficulty as the original exam; thus, I tend to err on the side of more difficult when creating the makeup one. Second, if you have experienced an emergency, your performance on an exam shortly thereafter likely would be compromised.
 - All students must take the final exam. If a student misses the final exam due to an emergency or unavoidable conflict, then the student will get an “IN” and will need to work with the professor to complete this requirement within a year, consistent with the school's policies (See “Incomplete Grades” below). If a student misses the final exam for reasons other than an emergency or unavoidable conflict, the student will automatically get a zero on the exam.

- Exams will cover all course material, including reading material and classroom discussions.
- Examination format and content will be discussed in class prior to each exam. The exams may include multiple-choice, true/false, and short answer questions. The exams may require the use of a laptop computer.
- The use of books or notes, or sharing of answers between students is not permitted during any exam. The use of cell phones or other electronic devices is not permitted during exams.
- Non-programable calculators may be used for all exams.

Quizzes

- There are seven scheduled in-class quizzes and one take home quiz.
 - The in-class quizzes will be administered at the start of class during our regularly scheduled class time. The quizzes will cover subject matter that has been covered in previous classes. The quizzes may include multiple-choice, true/false, and short answer questions.
 - The take-home data analytics quiz will require the use of a computer. The quiz will consist of Tableau and/or Excel tasks. This quiz is open book and open note, however, it must be completed individually. Students are to turn in the quiz via Brightspace.
- If a student misses a quiz due to an emergency or unavoidable conflict, then the grade for that missed quiz will be replaced with the student's score on the corresponding exam (i.e., Quiz 1 replaced with the score from Exam 1, Quiz 3 with Exam 2, etc.). **If a student misses any quiz for reasons other than an emergency or unavoidable conflict, the student will automatically get a zero for that quiz.**
- The use of books or notes, or sharing of answers between students is not permitted during any quiz. The use of cell phones or other electronic devices is not permitted during in-class quizzes.
- Non-programable calculators may be used for all quizzes.

Homework

- There will be 9 homework assignments throughout the semester, providing you with the opportunity to practice the concepts learned in class. **Each assignment is due by the end of the day (11:59 PM Pacific Time) on the due date listed in the course schedule.** Homework is an important component of learning in this course
- Homework assignments will be submitted through Brightspace quizzes.
- Homework assignments will become available at least five days before their due dates. Students will have unlimited attempts to accurately complete each homework assignment before its due date.
- You are welcome to work with your colleagues on homework, and you may also use AI. **However, I warn you that if you have not truly mastered the content of the homework on your own, you will likely find the quizzes and exams difficult.**
- **The lowest homework score is dropped (i.e., one dropped homework grade).** Because of this generous grading policy, no late or make-up homework assignments are accepted. **If a student misses any homework assignment, the student will automatically get a zero for that assignment.**

Project

- To ensure your accounting knowledge is comprehensive, the class is structured around two integrated group projects. These projects are to be completed in **groups of six students**. Groups of more than six may be permitted with instructor e-mail approval. **No group may have less than six students.**
- Each project is divided into two parts. The due dates for all the parts are listed on the course schedule.
- For each project, groups are required to meet with the instructor outside of class and in-person (i.e., there are two total outside of class instructor lab appointments for the projects). There is no option to attend a lab appointment via Zoom. Groups are to schedule both appointments by the due date listed in the course schedule. A sign-up list of available dates will be made available to students by the

second week of class. Groups are responsible for arranging alternative meeting times with the instructor if the options provided do not work.

- Groups may use AI for completing all project tasks, however, to adhere to our university values, groups must cite any AI-generated material (e.g., text, images, etc.) included or referenced and must provide the prompts used to generate the content.
- Groups will be required to complete a template for how they assign work for each project part. A lead analyst and reviewer team must be assigned to each project task. The reviewer team will consist of a senior analyst (reviewer 1), manager (reviewer 2), senior manager (reviewer 3), partner (reviewer 4), and reviewing partner (reviewer 5, if applicable).
- Grades for individual student contributions to the team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of each project's quality, and thoughtful consideration of the information provided through your peer evaluations. Refer to Appendix II for the peer evaluation form for the projects, which I will collect at the end of each project.
- **If a student misses an instructor meeting for a part of the project for reasons other than an emergency or unavoidable conflict, they will automatically receive a zero for the meeting portion of their grade for that part of the project.**

Participation

- **In-Class Poll Participation**

- I will use Poll Everywhere to gauge learning and keep students engaged in class. These poll questions are graded purely on participation (whether you submitted an answer or not). Each day of poll questions is equally weighted, no matter how many questions I ask on that day. Whether a poll is run on any particular day is up to my discretion – every day will not have a poll question. **I will drop the 2 lowest days of poll questions.** These dropped days are intended to account for illness (too sick to attend class), other emergencies, technical difficulties, late registration, and “oops” moments. The only case where poll questions can be made up is when students with university-excused travel contact me *in advance*.
- **You must register with Poll Everywhere using your @usc e-mail address in order to take polls and get credit.** Registration is free for USC students.
- Poll Everywhere is linked with Brightspace, and I will sync our class roster to Poll Everywhere. If you do not have a Poll Everywhere account, you will receive an e-mail inviting you to create one; this might happen if your Poll Everywhere and Brightspace accounts are linked to different e-mail addresses. I will provide more information after class starts about making sure your Poll Everywhere account is linked with Brightspace.

Coping with Stress

If you find yourself in need of immediate attention due to an emergency or crisis situation in which your safety is at risk, you may contact the Department of Public Safety by calling 213-740-4321. In the event you are experiencing difficulty with your emotional or mental well-being, you may contact Counseling & Mental Health 24/7 at 213-740-9355. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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.

Course Schedule

Below you will see the planned schedule for the course. While I do not intend to deviate substantially from the Course Schedule, I reserve the right to change/modify the Course Schedule as necessary to

accommodate necessary subjects or catch-up the class. However, I will not penalize you in the event I change the Course Schedule, i.e., accelerate due dates or exams.

Please note: The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc. Select the corresponding semester to view and click on the “Final Examinations Schedule” link on the left side of the screen.

ACCT 456 Tentative Schedule – Carnes Spring 2025

MONTH	WEEK	DATE	DAY	TOPIC	LECTURE	READING	ASSIGNMENTS DUE
January	1	14	T	Introduction to Auditing	Syllabus / Introduction to Auditing (Ch.1)	Ch. 1	
		16	R		Introduction to Auditing (Ch.1) Auditing Environment (Ch.2)	Ch. 2	Homework 1 Due: Monday, 1/20 @ 11:59PM
	2	21	T		Auditing Environment (Ch.2) Planning, Types of Audit Tests, & Materiality (Ch.3)	Ch. 3	Quiz 1 (Ch. 1-2) First 15 Minutes of Class Groups for Team Project Due: Today Company for Team Project Due: Today
		23	R	Audit Planning & Risk Assessment	Planning, Types of Audit Tests, & Materiality (Ch.3) Risk Assessment (Ch.4)	Ch. 4	Homework 2 Due: Monday, 1/27 @ 11:59PM
	3	28	T		Risk Assessment (Ch.4) Evidence & Documentation (Ch.5)	Ch. 5	Quiz 2 (Ch. 3-4) First 15 Minutes of Class Schedule In-Person Office Lab Appointments: Today
		30	R		Evidence & Documentation (Ch.5) Catch-up / Review	N/A	Homework 3 Due: Monday, 2/3 @ 11:59PM
February	4	4	T	Control Testing	Exam Review Lab		
		6	R		Exam 1		
	5	11	T		Exam 1 Review Internal Control in a Financial Statement Audit (Ch.6)	Ch. 6	
		13	R		Internal Control in a Financial Statement Audit (Ch.6) Auditing Internal Control over Financial Reporting (Ch.7) In-Person Office Lab Appointments: 2/12 to 2/17	Ch. 7	
	6	18	T		Auditing Internal Control over Financial Reporting (Ch.7) Audit Sampling - Test of Controls (Ch. 8)	Ch. 7	Homework 4 Due: Monday, 2/17 @ 11:59PM Project 1, Part 1 Due: Monday, 2/17 @ 11:59PM
		20	R		Audit Sampling - Test of Controls (Ch. 8)	Ch. 8	Quiz 3 (Ch. 6-7) First 15 Minutes of Class
	7	25	T		Audit Sampling - Test of Controls (Ch. 8) Audit Sampling - Substantive Testing (Ch. 9)	Ch. 8 & 9	Homework 5 Due: Monday, 2/24 @ 11:59PM
		27	R		Audit Sampling - Test of Controls (Ch. 8) Audit Sampling - Substantive Testing (Ch. 9)	Ch. 8 & 9	Project 1, Part 2 Due: Today @ 11:59PM
	28	F	Project Review		N/A	Quiz 4 (Ch. 8-9) First 15 Minutes of Class Homework 6 Due: Monday, 3/3 @ 11:59PM	
	March	8	4		T	Substantive Testing	Exam Review Lab
6			R	Exam 2			
9		11	T	Substantive Testing - Cash	Ch. 10-16		
		13	R	Substantive Testing - A/R, A/P, Long Term Debt	Ch. 10-16		Homework 7 Due: Wednesday, 3/12 @ 11:59PM
10		18	T	Substantive Testing - Revenue	Ch. 10-16		Quiz 5 (Substantive Testing) First 15 Minutes of Class
		20	R	Spring Break 2025			
11	25	T	Substantive Testing - Inventory & HR Management	Ch. 10-16	Homework 8 Due: Wednesday, 3/26 @ 11:59PM		
	27	R	Completing the Audit Engagement (Ch. 17)	Ch. 17	Quiz 6 (Substantive Testing) First 15 Minutes of Class		
April	12	1	T	Audit Wrap-up & Reporting	Reports on Audited Financial Statements (Ch. 18)	Ch. 18	Homework 9 Due: Wednesday, 4/2 @ 11:59PM
		3	R		Professional Conduct, Independence, Quality Control, & Legal Liability (Ch. 19 & 20)	Ch. 19 & 20	Quiz 7 (Ch. 17-18) First 15 Minutes of Class Project 2, Part 1 Due: Friday, 4/4
		4	F		Exam Review Lab		
	13	8	T	Exam 3			
		10	R	Data Analytics in Auditing	Data Analytics in Auditing	N/A	
	14	15	T		Data Analytics in Auditing	N/A	
17		R	Data Analytics in Auditing		N/A		
15	22	T	Data Analytics in Auditing In-Person Office Lab Appointments: 4/21 to 4/28		N/A	Take Home Data Analytics Quiz Due: Tuesday, 4/22	
	24	R	Data Analytics in Auditing In-Person Office Lab Appointments: 4/21 to 4/28		N/A		
29	T	Data Analytics in Auditing	N/A				
May	16	1	R	Data Analytics in Auditing	N/A	Project 2, Part 2 Due: Friday, 5/2	
		2	F	Exam Review Lab			
17	TBD	6	T	Study Days			
				Final Exam			

ADDITIONAL INFORMATION

Add/Drop Process

Students may add or drop via Web Registration at any time prior to January 31, 2025. Please note that if you drop after February 28, 2025, your transcripts will show a W for the class.

Dates to Remember:

Last day to add classes or drop without a "W" and receive a refund	January 31, 2025
Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade	February 28, 2025
Last day to drop with "W"	April 11, 2025

Most Leventhal/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) 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 Leventhal/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.

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks). Also see "Exams" section above.

An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, which prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student's grade, the instructor is required to fill out an "Assignment of an Incomplete (IN) and Requirements for Completion" form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

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

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use

of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Use of Recordings

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, pages 13 and 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, recordings, exams, or other intellectual property based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students 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. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

Use of AI Generators

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also 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. When in doubt, it should be assumed that AI is not allowed to be used for an assignment.**

USC 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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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

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 consists 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) 740-2500

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

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

Appendix I



Undergraduate Accounting Program Student Learning Objectives (last updated 6/13/19)

Category of Learning Outcomes	Learning Objective Description	Specific Objectives in Our Class
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.	<ul style="list-style-type: none"> ➤ <u>You should gain factual knowledge of key auditing concepts</u>, including, for example: audit risk, control risk, inherent risk, detection risk, independence, professional skepticism, materiality, misstatement, substantive test, analytical procedures, fraud, errors, earnings management, etc. ➤ <u>You should learn fundamental auditing principles</u>. For example, you should understand how the choices of audit risk and materiality and assessed risks affect audit testing. ➤ <u>You should begin to learn higher order auditing skills</u>. For example, you should begin to learn how to conduct analytical procedures and combine evidence to determine whether there are material misstatements. ➤ <u>You will learn judgment biases that can compromise the quality of auditors' technical decision-making</u>. For example, you should learn how anchoring bias can impede auditors' performance of analytical procedures. ➤ <u>You will learn to use data analytics to perform audit procedures</u>. For example, you will learn how to use Tableau to perform risk assessment procedures that identify a company's locations with high risk of material misstatement related to the revenue account.
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.	<ul style="list-style-type: none"> ➤ <u>You should learn fundamental auditing principles</u>. Having a solid basis in principles allows you to learn more material, more quickly, later. ➤ <u>You should learn to apply factual knowledge and auditing principles to novel situations</u>. That is, you should be able to apply the definitions and descriptions of important terms and fundamental auditing principles. ➤ <u>You should learn to use data analytics to answer questions that require critical thinking</u>. For example, you will use Tableau to determine the engagement risk of an audit firm's client and correspondingly observe whether the fees align with your expectations.

3. Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making.	<ul style="list-style-type: none"> ➤ <u>You should learn professional standards related to auditor ethics.</u> For example, you should learn key independence requirements. Ethics is a cornerstone of the audit profession. ➤ <u>You should learn judgment biases that can compromise the quality of auditors' ethical decision-making.</u> For example, you should learn how confirmation bias can impair auditors' objectivity when evaluating client management's assertions.
4. Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner.	<ul style="list-style-type: none"> ➤ <u>You should demonstrate the ability to communicate effectively, precisely, and quickly, both orally and in writing.</u> While I will not be grading you on your speaking or writing per se, you will not receive full points on exam and case answers that are written vaguely and incompletely. Much of the auditor's daily life is about verbal communication with teammates and clients. Also, much of the auditor's daily life is about compliance with lengthy and detailed standards. Demonstration of such compliance is through written documentation, and the PCAOB prioritizes effective documentation in its standards and inspections.
5. Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.	<ul style="list-style-type: none"> ➤ <u>You should demonstrate the ability to be a leader, and work effectively, collaboratively, and professionally, within groups when we are working on cases and activities during class, as well as when you are working on your data analytics case assignments with your group.</u> Exercising these skills within audit teams is an integral part of auditing.
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.	<ul style="list-style-type: none"> ➤ <u>You should demonstrate the ability to use Tableau and Excel to complete auditing tasks, specifically in audit firms' engagement risk assessment, risk assessment related to revenue, performance of substantive analytical procedures over revenue, and year-end substantive testing over revenue.</u> The primary way you will exercise these skills will be in the data analytics cases. Audit firms are heavily incorporating these types of tools into their audit approaches. ➤ <u>You should learn ways that firms are incorporating data analytics into the audit.</u> For example, you should learn how firms can use data analytics to perform risk assessment related to internal controls. ➤ <u>You should learn how to use data analytics tools most effectively.</u> For example, you should learn characteristics of effective visualizations, and demonstrate your ability to prepare effective visualizations on the lab assignments.

Appendix II Sample Peer Input Form

PEER EVALUATION FORM

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team’s working dynamics, my assessment of the team’s project quality, and thoughtful consideration of the information provided through your peer evaluations.

Please identify your team and team members for the each project that you worked on. Then rate all of your team members, *including yourself*, based on the contributions of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 equal to does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Last, add up the points for each person with the maximum number of points for each person being 10.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Team Member 5	Team Member 6	Yourself
1. Role Performance							
2. Assists Team Members							
3. Listening and Discussing							
4. Research and Information Sharing							
5. Time Management							
Total							

Comments: