



## **BUAD 280 – Introduction to Financial Accounting**

### **Course Syllabus**

**Spring Semester 2023**

**Sections:** 14506, 14507

**Location:** JFF 241

**Class Sessions:** MW 9:30 – 10:50 am, 11 am – 12:20 pm

**Professor:** Lorien Stice-Lawrence

**Office:** ACC 308B

**E-mail:** [sticelaw@marshall.usc.edu](mailto:sticelaw@marshall.usc.edu)

### **Office Hours:**

#### ***In-Person (walk-in):***

**Wednesday**, 1:00 – 2:30 pm

**Friday**, 8:30 – 9:30 am (subject to cancellation)

Location: ACC 308B

#### ***Virtual (by appointment only):***

**Tuesday**, 4:30 pm – 5:30 pm

[Zoom Link](#)

Sign up for an appointment [Here](#)

### **TA Office Hours:**

Jiayu Chen ([jiayuche@usc.edu](mailto:jiayuche@usc.edu))

- **Monday**, 2:00 – 3:00 pm, Location TBD

Erin Zhu ([erinzhu@usc.edu](mailto:erinzhu@usc.edu))

- **Thursday**, 11:00 am – 12:00 pm, Location TBD

*“You have to understand accounting and you have to understand the nuances of accounting. It's the language of business and it's an imperfect language, but unless you are willing to put in the effort to learn accounting – how to read and interpret financial statements – you really shouldn't select stocks yourself.”*

—Warren Buffett

### **Course Description**

The quote above highlights how accounting knowledge is vital for equity investors, but it is also important for a variety of stakeholders, including managers, directors, creditors, suppliers, financial analysts, labor unions, government entities, and regulators. This course serves as an introduction to accounting for undergraduate students whose majors require an understanding of the impact business transactions have on organizations, knowledge of basic accounting principles and techniques, and the ability to leverage the variety of information the accounting discipline provides managers, owners, and other stakeholders. The primary focus of the course is the development, presentation, and understanding of financial accounting information that is useful to various stakeholders when analyzing results and supporting decisions related to business operations, cash flows, income generation, asset acquisition, and financing activities.

### **Learning Objectives**

Upon completion of this course, students should be able to:

1. Demonstrate an understanding of the key principles and assumptions used by accountants when providing information to management and other stakeholders by answering questions and solving problems. (*Marshall Learning Goal 1.2, 1.3, 1.4, 6.1*)
2. Demonstrate an understanding of Generally Accepted Accounting Principles and their impact on the conduct of management and business leaders by answering questions and solving problems. (*Marshall Learning Goal 4.1*)

3. Explain how management, other stakeholders and the business community use key sections of the balance sheet, income statement and statement of cash flows to make decisions by evaluating business transactions, preparing financial statements and analyzing relevant financial statement information. *(Marshall Learning Goal 1.2, 1.3, 1.4, 2.2, 5.2)*
4. Analyze the cash impact of business transactions by creating a statement of cash flows from a series of transactions and account balance changes. *(Marshall Learning Goal 1.2, 1.3, 1.4, 2.2)*
5. Evaluate the impacts of accrual based accounting and management decisions on financial statement presentation and stakeholder choices by analyzing a variety of business activities / scenarios and developing journal entries. *(Marshall Learning Goal 1.2, 1.3., 1.4, 2.1)*
6. Describe a business operating cycle and demonstrate the impact of various operating activities by applying accounting principles and techniques to produce journal entries, develop appropriate adjustments, and produce a multi-step income statement in good form. *(Marshall Learning Goal 1.2, 1.3, 1.4, 6.1)*
7. Describe a business financial position and demonstrate the impact of various financing and investing activities by applying accounting principles and techniques to produce journal entries, develop appropriate adjustments, and produce a classified balance sheet in good form. *(Marshall Learning Goal 1.2, 1.3, 1.4, 6.1, 6.2)*
8. Evaluate the general financial performance of an organization and the impact of management decisions on financial results by analyzing a variety of financial ratios and developing an opinion on potential employment by and / or investment in a large public company. *(Marshall Learning Goal 1.2, 1.3, 1.4, 4.2)*
9. Demonstrate the ability to leverage technology to generate and analyze accounting information by leveraging basic financial accounting systems to record and report financial accounting data and spreadsheets to develop and analyze financial accounting information. *(Marshall Learning Goal 1.2, 1.3, 1.4, 6.4)*

### **Required Course Materials**

- **Stukent Simulation Software:** All students are required to purchase simulation software from Stukent for the simulations in this course. The cost is \$69.99. You may purchase directly through the following link: <https://join.stukent.com/join/5C7-0DB>. (If you would like, you can purchase through the USC Bookstore and then provide an access code when you click the link above). Instructions on how to set up your account are available [here](#). **Note:** You are only required to purchase access to the simulations, but you may choose to also purchase access to the textbook available through Stukent for an additional \$60. Please pay attention to this when you are checking out.
  - o ISBN: 978-1-956963-85-4
- **Computer with reliable internet access, sufficient bandwidth, and Excel installed:** Computers are required in class on exam days, and students must have Excel installed on their machine. Students are responsible to have adequate internet access and technological resources to access Brightspace and submit assignments outside of class before the relevant due dates. Instructions on how students can download Microsoft Office (which includes Excel) free of charge are available [here](#).
- **Calculator (optional):** Students are not permitted to use the calculator on their phone during class. You may bring a physical calculator, use Excel, or use the calculator app on your computer or tablet.

### **Optional Textbooks**

A textbook is not required for this course, but the most successful students are those who skim relevant textbook material before we start covering a topic in class and then use the textbook for in-depth examples and explanations of difficult concepts. On Brightspace I provide a mapping between chapters in each of the textbooks below with the topics covered in this class (Brightspace->Content->Syllabus and Schedule->Course Topics and Rough Mapping to Textbook Chapters). I recommend choosing only *one* textbook.

- Stice, K., and Stice, J. *Introduction to Financial Accounting*. Stukent (ISBN: 978-1-956963-60-1, 9781956963601)
  - You may purchase access to this textbook at the same time that you purchase access to the simulations using the following [link](#) (same as above). The cost is \$60. This textbook is fully online and includes video lectures and optional practice quizzes but is not necessary to submit homework.
- Spiceland, D., Thomas, W., and Hermann, D. (2019). *Financial Accounting, 5<sup>th</sup> Ed.* McGraw-Hill Education (ISBN: 9781264006663)
  - If you buy this textbook, I recommend that you buy a used copy (available on Amazon for less than \$15)
- Hanlon, M., Magee, R., and Pfeiffer, G. (2023) *Financial Accounting, 7<sup>th</sup> Ed.* Cambridge Business Publishers (ISBN: 978-1-61853-431-6)
  - This is the textbook used by many of the other 280 instructors. It is not well-suited to this course.

### **Lecture Slides and In-Class Materials**

Can be found in Brightspace->Content->Lecture Slides and In-Class Materials

- **Class slides** are almost always available the day before class so that you can review them ahead of time and look up any concepts you are confused about in the textbook.
- **Video Lectures** are available for some of our class days. On days when these videos are assigned, you are expected to watch the (short) video or videos *before* coming to class.
- **Other in-class resources:** Any time we use additional materials in class, such as handouts or Excel spreadsheets, I will make them available with the class materials for that day.

### **Class Preparation**

Check Blackboard before class each day. If there are video lectures available for that day, then you are expected to watch them *before* class. This allows us to spend more time in class working through problems rather than going over basic definitions. In addition, I expect you to skim the relevant textbook chapter whenever we start a new topic (the topic covered in each class day is listed in the class schedule); this means that you will be somewhat familiar with concepts before we cover them in class, making our time more effective. A good way to make sure you have a grasp of the basic concepts is to take the optional definitions quiz for the topic after you skim the textbook chapter (see info below).

### **Resources Available through Brightspace**

Can be found in Brightspace->Content->Resources

- **Class Recordings:** Unless there is an unexpected technical difficulty, I record all class sessions using Zoom (students may not attend class via Zoom unless campus has been closed). The class recordings are posted to Brightspace automatically after every class session (with a slight delay). You may need to sign in to access the recordings; be sure to choose the SSO login option and type “usc” as the domain name.
- **Class Chatbot:** While acknowledging that sometimes AI provides incorrect answers, I have created an AI chatbot for this class, Professor Ledger, available at: <https://chatgpt.com/g/g-UHXSTQ1z0-professor-ledger>. Feel free to use this tool as a supplement to textbook and class materials.

- **Practice Problems by Topic:** I recommend using these practice problems after we have covered each topic if you feel that you need more practice to solidify your understanding
- **Optional definitions quizzes:** These quizzes are available for each topic. I recommend taking them *before* we cover the topic in class to give you a head start understanding the concepts. These do not affect your grade.
- **Practice Exams:** You can access and take the actual exams that I provided to students in previous semesters as you study for each exam.
- **Supplemental Videos:** These are optional videos explaining many of the topics in this class if you need additional explanation of a particular topic.
- **Optional Excel Essentials module:** This optional module is available to help you teach yourself basic Excel skills.

**Classroom Policies and Virtual Attendance**

Remote attendance via Zoom is not permitted in any of the BUAD 280 sections.

**E-mail Communication**

I am happy to answer short questions and requests via e-mail. Longer questions should be asked during my office hours or in class. **You can expect a reply by the end of the next business day.** I receive many e-mails; if you ask a question that is clearly outlined in the syllabus, I may not respond. If you are uncertain about some aspect of the syllabus, please be exact and quote the specific section that you find confusing.

Please review the **Etiquette for Sending Professional Emails** section on Brightspace (Brightspace->Syllabus and Schedule) on how to communicate professionally with me and others. I may refer you to these guidelines if you violate them.

**Grading Policies**

**Determining Final Grades**

Your grade in this class will be based on your **weighted** points total (weightings given below). I use the following minimum grade cutoffs:

A	92.0% – 100%
A-	89.0% – 91.99999999999999%
B+	84.0% – 88.99999999999999%
B	80.0% – 83.99999999999999%
B-	75.0% – 79.99999999999999%
C+	70.0% – 74.99999999999999%
C	66.0% – 69.99999999999999%
C-	62.0% – 65.99999999999999%
D+	58.0% – 61.99999999999999%
D	54.0% – 57.99999999999999%
D-	50.0% – 53.99999999999999%
F	Below 50%

***Grading Rubric:***

- Students who receive an A in this course have an excellent and thorough mastery of all of the course topics covered.
- Students who receive a B in this course have a solid understanding of the high-level concepts covered in this course, but struggle implementing them.
- Students who receive a C in this course have a basic understanding of many of the concepts covered in the course and struggle implementing them.
- Students who receive a D in this course have a minimal understanding of the basic concepts covered in this course.

**Note:** The grade cutoffs above are based on my experience teaching this class in the past. I reserve the right to relax these grade requirements (i.e., give students higher grades than indicated

by these cutoffs) as necessary to make sure that students' letter grades are consistent with the guidelines specified in the grading rubric. You will *never* receive a lower score than what is indicated by the grade distribution given above.

### Components of Final Weighted Points Total

Your final weighted points total is based on your performance in the following categories:

	<b>Weight</b>
Exam I	20%
Exam II	20%
Exam III	20%
Homework Assignments (including Syllabus Quiz)	7%
Post-Class Quizzes	5%
In-Class Poll Participation	6%
In-Class Excel Quiz	7%
Accounting Cycle Simulation	5%
Financial Statement Analysis Simulation	5%
Accounting Experience	<u>5%</u>
	100%

Points in each category are reweighted using the weights above to calculate your final grade. As a result, one point on an exam is worth more than one point on a homework assignment.

### Office Hours

#### **Professor's Office Hours**

I have three office hours per week: one virtual and two in-person. My in-person office hours do NOT require an appointment, but you may need to wait if I am already speaking to another student. My virtual office hour is conducted over Zoom, and you MUST make an appointment to attend. I will only schedule meetings outside of my normal office hours for those students who have classes during the *entirety* of all three of my office hours.

***Do not send me meeting requests via e-mail if you wish to attend one of my normal office hours; if you want to come to my in-person office hour, just show up! If you want to come to my virtual office hour, sign up online and arrive at the designated time.***

If you sign up for a virtual office visit slot and then fail to attend without giving notice TWICE then you are no longer permitted to make office visit appointments, but you may attend my walk-in office hour.

#### **TA Office Hours**

The TAs are accounting major students who have previously taken BUAD 280. They can answer questions about the course content or help you work through problems. However, it is not their job to do your homework for you. Currently you do not need to sign up to attend these office hours.

#### **PALS Tutoring**

Leventhal is providing free tutoring to all BUAD 280 students through the PALS program. You can sign up for 30-minute tutoring slots. For more information, see the Brightspace section "Office Hours and Tutoring."

### Study Groups

I highly encourage you to set up a study group with peers in the class. Sometimes it can be difficult to find people to study with, so I have set up a class Discussion on Brightspace where you can coordinate and schedule study groups with other students. To access the discussion, go to our course Brightspace page then Activities->Discussions->Study Groups.

**Extra Credit Opportunity:** If you use the Brightspace discussion thread to coordinate a study group, then I will give you ONE extra credit point on your overall Post-Class Quiz grade. To redeem this extra credit point you must:

- Send an e-mail to Erin ([erinzhu@usc.edu](mailto:erinzhu@usc.edu)) asking for the extra credit point
- The e-mail must contain a screenshot of the Brightspace discussion board showing where you scheduled the study group
- The e-mail must also contain a photo or a screenshot showing you actually attending the study group in person or via Zoom.
  - I must be able to see your face, and I must be able to see the face of at least one other person in one of my sections.

You may only earn this extra credit point ONE time.

## **Assignments and Grading Detail**

### **Due Dates**

All due dates are specified in the course schedule. The schedule lists the assignments that you *should* start working on after every class day. I highly recommend that you work on assignments and submit them throughout the week. However, to give students flexibility in scheduling, all assignments for the week are due Saturday at 11:59 pm. Please do not wait until the last minute to do your assignments; it will not be feasible to do all of them at once.

### **Late Work**

I do not accept late or make-up work unless you provide documentation showing that you have unexpectedly been admitted to the hospital. Students with university-excused absences or travel must contact me to make arrangements *ahead of time*. I am generous in dropping homework, quiz, and poll scores to account for the fact that sometimes people get sick, experience family emergencies, or have conflicting obligations. These policies are intended to automatically make allowances for these types of legitimate emergencies so that I do not need to subjectively evaluate the merit and veracity of student excuses.

### **Exams**

Exams are administered **in-person** via Brightspace. During exams you may access only the following resources:

- The exam itself through Brightspace
- A *blank* Microsoft Excel worksheet
- A calculator app
- A physical calculator
- Notes and resources printed on *physical pieces of paper* (including textbooks, class notes, homework, etc.).

**If I see you accessing any applications or resources other than those listed above, you will receive a grade of zero.** The use of AI is strictly forbidden on exams. You may not consult a phone, smartwatch, or person other than the instructor.

Exams include multiple-choice and short answer questions. Students who participate in class, complete homework and quizzes, and do the practice exams will be very unsurprised by the exams.

The exam dates for this semester are as follows:

<b>Exam 1</b>	Wednesday, February 19, 2025
<b>Exam 2</b>	Monday, March 31, 2025
<b>Exam 3</b> (not comprehensive)	Saturday, May 10, 2025 (8:00 – 10:00 AM) – <b>No Exceptions</b>

Each exam will be available for you to review starting one day after it has been given. You will have one week to review your exam and discuss your grade. After this time, grades on tests become final. All other grades are final once given.

### **Second Chance Exams**

Students who do poorly on exams have a chance to increase their grades. For each exam (Exam 1, Exam 2, and Exam 3), I allow students to take a “second chance” exam outside of the normal testing period. Students may replace their exam grade with the grade on their second-chance exam **up to a maximum score of 80%**. Second chance exams are proctored outside of class time and have expanded time limits (because they are not limited by the length of the class). These exams will be very similar to the regular exams, and students may review their exam grades and answer keys before taking the second chance exams for Exams 1 and 2. The second-chance exam for Exam 3 will be given *before* the final exam (for scheduling reasons), but I will provide the answer key to the Exam 3 second chance exam before the final exam. The scheduled dates, times, and location for the second chance exams are:

<b>Second Chance Exam 1</b>	Friday, February 28 <sup>th</sup> 8 am – 3:30 pm ACC 310
<b>Second Chance Exam 2</b>	Friday, April 4 <sup>th</sup> 8 am – 3:30 pm ACC 310
<b>Second Chance Exam 3*</b>	Monday, May 5 <sup>th</sup> (study day) 8 am – 11 am & 1 pm – 4:00pm ACC 310 (*This is <i>before</i> Exam 3)

**You must sign up for a time slot for each second chance exam that you wish to take so that I can coordinate proctoring.** I will provide the sign-up links later in the semester.

**OSAS students:** please contact me about having the second chance exams proctored in the OSAS testing center.

### **Final Exam Last-Chance Redemption**

If you did not do well on Exams 1 or 2 (even taking into account the second chance exams), then you still have a chance to increase your final grade. **If you do better on Exam 3 than your average score on Exams 1 and 2, then I will replace your Exam 1 and 2 scores with your Exam 3 grade.** This is even the case if you use the second chance exam option for Exam 3. Ultimately, I just want you to learn the material and be able to demonstrate it to me. Although Exam 3 is not technically comprehensive, it is impossible to do well on Exam 3 if you don't learn most or all of the Exam 1 and Exam 2 material.

### **Numerical Example of How Second Chance Exams and Last-Chance Redemption Works**

Your Exam 1 Score: 65%  
Your Second Chance Exam 1 Score: 83%  
 Your Preliminary Exam 1 Grade: 80%

Your Exam 2 Score: 87%  
(You opted not to take the Exam 2 Second Chance Exam)  
 Your Preliminary Exam 2 Grade: 87%

Your Second Chance Exam 3 Score: 88%  
Your Exam 3 Score: 91%  
 Your Final Exam 3 Grade: 91%

*Final Scores After Last-Chance Redemption:*

Exam 1: 91%  
 Exam 2: 91%  
 Exam 3: 91%

### **Emergencies and Missed Exams**

The Leventhal School of Accounting policy is exams should not be missed unless there is a very serious emergency, university-sponsored travel, or religious holiday. To the extent possible, you must inform the instructor of an emergency prior to the exam. All other excused absences must be approved in advance.

- **If you miss an exam for a non-emergency:** You may take the second chance exam at the scheduled time and receive up to 80% on the missed exam.
- **If you miss an exam for a documented emergency or university-excused absence:** You may take the exam at the time of the second chance exam for full credit. Alternatively, you may replace the grade of the missed midterm exam (Exam 1 or 2) with your grade on the final exam (Exam 3). Whenever possible, you must contact the professor to make alternative arrangements before the date of the missed exam. If you do not contact the professor to provide documentation of an emergency or excused absence, then your absence will be treated as a non-emergency.

**You must take the final exam to pass the class.**

**You MUST take your exam in person with an approved proctor. If you leave the country hoping that your aunt can proctor your exam for you, you will be very disappointed.**

### **Homework**

There will be homework assignments assigned during the semester that will give you an opportunity to practice the concepts learned in class. Homework problems will be provided on Brightspace, and you can spend as long as you want before the due date working through the problems off-line. You are welcome to work with your colleagues, and you may also use AI. However, I warn you that if you have not actually mastered the content of the homework on your own, you will find the exams incredibly difficult. After you have completed the problems, you will need to submit your answers via a quiz on Brightspace; this quiz should be completed on your own with no assistance from your peers. The homework quizzes on Brightspace will ask you to provide your answers on a **subset** of the homework problems. The quiz can remain open for 59 minutes, but it should take you just a few minutes to fill in the answers based on the work that you have already done. Up to FIVE attempts are allowed on each homework assignment; you will receive the highest score of any attempt. Be aware that you may get a slightly different set of questions from the homework each time, so please do the whole assignment.

Two of the homework assignments are slightly different from the others: HW #1, which tests you on the syllabus, and HW #4, relating to careers in accounting. Instructions for each of these assignments are provided in Brightspace. Only one attempt is allowed for HW #4 because it is graded based on completion.

**The lowest 2 homework scores are dropped.** No late or make-up homework assignments are accepted.

### **Post-Class Quizzes**

After some class periods, I will assign post-class quizzes reviewing the materials that we covered in class. The best way to prepare for these quizzes is to come to class, actively participate in activities and practice problems, and ask questions about anything you are confused about. These quizzes are either multiple-choice or short answer. You may not collaborate with your peers on these quizzes, but you can consult your class notes, the lecture recordings, the textbook, and online resources. You will have 59 minutes to complete the post-class quiz after you have launched it on Brightspace. **TWO attempts are allowed on each post-class quiz; you will receive the highest score of any attempt.** **I drop the 2 lowest post-class quiz scores.** The only post-class quiz that does not allow multiple attempts is Post-Class Quiz #5 because it is graded entirely based on completion (it is the mid-course survey).



## Simulations

You are required to complete two simulated internships (“simternships”) via Stukent: the Accounting Cycle Simulation and the Financial Statement Analysis Simulation. Each of these simulations is worth 5% of your final grade. Although these simulations are graded based on completion (not accuracy), they will take some time. I recommend that you budget roughly 10-12 hours for the Accounting Cycle Simulation and 7-8 hours for the Financial Statement Analysis simulation, spread over two or three weeks. Additional information is available on Brightspace.

## In-Class Polls

I use Poll Everywhere to gauge learning and keep students engaged in class. These poll questions are graded purely on completion (whether you submitted an answer or not). Each day of poll questions is worth 1 point, no matter how many questions I ask on that day. **I drop the 2 lowest days of poll questions.** These dropped days are intended to account for illness (too sick to attend class), other emergencies, late registration, and “oops” moments. If technical difficulties prevent you from answering questions during class, immediately let me (the professor) know and send me an e-mail so that I can let the TAs know to give you points for the missed questions. Students with university-excused absences who contact me *in advance* may make up poll questions they missed during their absence.

**You must register with Poll Everywhere in order to take polls and get credit.** Registration is free.

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.

## In-Class Participation

Throughout the semester we will engage in a variety of in-class activities such as group work, discussions, games, and competitions. The purpose of these activities is to gauge and reinforce learning. In many cases, homework and post-class quizzes will be based on the content covered in these activities. I strongly urge you to participate. In addition, I encourage you to ask questions, and sometimes I will ask you questions. I don’t do this to stress you out, but in order to gauge your learning and engage your brain. It is okay to answer incorrectly; if you were already an accounting expert, you would not need to take this class.

## Accounting Experience

In order to expose you to the accounting profession and the many ways in which accounting can be used, I am requiring you to complete an accounting “experience” during the semester. There are two options for this assignment, but the deliverable is a 150 to 300-word summary of your main takeaways from your experience. Deliverables are to be uploaded into Brightspace.

Option 1: Complete a 30-minute informational interview with an accounting professional.

Option 2: Attend an on-campus event related to the accounting profession. Leventhal will sponsor a few events that may be used for your Accounting Experience, but other events and experiences also qualify.

- Meet the Firms: January 29<sup>th</sup> (5 – 8 pm via Handshake)
- Leventhal impACCT Panels:
  - February 12<sup>th</sup>
  - March 26<sup>th</sup>
- Kiko Harvey Careers in Internal Audit Info Session, January 22<sup>nd</sup>, ACC 310, 6 – 8 pm
- KPMG Women in Accounting at USC Village, January 31<sup>st</sup>

**A detailed assignment description with grade breakdown is available on Brightspace.**

**Please consult it before completing your experience and submitting your write-up to ensure that you will receive credit.**

**Excel Quiz**

Throughout the semester, I will demonstrate the use of Excel to you in class, and we will discuss common accounting-based financial ratios. This quiz will be completed entirely in class and will require you to demonstrate mastery of these topics by using Excel to perform basic calculations. More information will be provided throughout the semester.

## **Policies and Other Information**

### **AI Policy**

Just like a calculator is a really handy tool but doesn't mean that you don't need to learn math, AI can greatly reduce your workload while not removing the need to understand how the world works. In this class, you may use AI as an additional tool to help you better understand accounting.

#### ***Coursework where AI assistance is permitted:***

- Studying
- Homework
- Post-class quizzes
- Accounting Experience
- Simulations

I recommend only using AI after you have already done a first pass of an assignment yourself, for example to help you understand why your answers differed. Also, remember that GenAI can hallucinate and give you nonsense answers.

#### ***Coursework where AI assistance is prohibited:***

- Exams
- In-class Excel quiz
- In-class polls (these are based on completion anyway)

**If I discover that you have used AI assistance on an assignment where it is prohibited, you will receive a 0 on the assignment and possibly in the class.**

### **Add / Drop Process and Dates**

See USC's [Registration Calendar](#) for details.

### **Collaboration policy**

Collaboration during all exams and assessments (including homework quizzes and post-class quizzes) is strictly prohibited. However, I encourage you to work with your peers to study and practice the course material before all such assessments. For example, it is perfectly all right to work on your homework with your peers *before* starting the quiz (but you cannot work with anyone who has already taken the quiz). Failure to abide by the above guidelines may constitute a case of cheating, which will be reported and investigated. All assignments where I find clear proof of cheating will be assigned a grade of zero. Students caught cheating will also receive a minimum of a one letter grade deduction and potentially a failing grade in the class. Students may not post anything related to the assignments online. Please see the "Academic Integrity" section below for further details.

### **No-Distraction Rules (Technology Policy)**

Our time together in class is very limited, so I take all steps to make this time as effective as possible. One major obstacle to effective class time is distractions from electronic devices. As a result, I have the following rules in my class:

- Phones may only be out of your bag or pocket when you are using them to complete in-class polls. Preferably, you would do this on a computer or tablet instead. If you wish to use your phone (even during breaks), please leave the room. Phones and smartwatches must be stored in your bags during exams.
- You may not check or answer e-mail in the classroom. Please leave the room if you need to do so.
- You may not have any content on your computer or tablet screen that is unrelated to this class. If you have finished a problem while the rest of the class is still working, feel free to talk with your neighbor, review the content of this class, or ask me a question.

**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.

**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](#)."

## **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](mailto:osasfrontdesk@usc.edu). All exams with testing accommodations are now administered by OSAS. Please submit an exam request from MyOSAS at least **one week** before the exam in order to ensure that you have a reserved space and to give the professor time to transfer testing materials to OSAS.

### **Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

### **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](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.

### **Emergency Preparedness/Course Continuity:**

In case of a declared emergency where travel to campus is not feasible, we will conduct class over Zoom.

### **Schedule of Classes and Assignments**

HW: Homework Assignment – PostQ: Post-Class Quiz – Acc Cycle Sim: Accounting Cycle Simulation  
FSA Sim: Financial Statement Analysis Simulation

Class Session	Day	Date	Details	Topic #	Due at 11:59 pm
1	Mon	13-Jan	Course Introduction/Introduction to the Financial Statements <i>After class you are ready to: Complete HW #1 (Syllabus Quiz)</i>	1	
2	Wed	15-Jan	Introduction to the Financial Statements <i>After class you are ready to: Take PostQ #1, Start HW #2</i>	1	
	Mon	20-Jan	MARTIN LUTHER KING DAY: NO CLASS		
3	Wed	22-Jan	Transaction Analysis and Journal Entries	2	
	Sat	25-Jan			PostQ #1, HW #1
4	Mon	27-Jan	Transaction Analysis and Journal Entries <i>After class you are ready to: Start HW #3, Start the Accounting Cycle Simulation</i>	2	
5	Wed	29-Jan	Transaction Analysis and Journal Entries <i>After class you are ready to: Take PostQ #2</i>	2	
	Sat	1-Feb			HW #2, PostQ #2
6	Mon	3-Feb	Accrual Accounting <i>After class you are ready to: Start HW #4 (Accounting Careers Assignment)</i>	3	
7	Wed	5-Feb	Accrual Accounting <i>After class you are ready to: Start HW #5</i>	3	
	Sat	8-Feb			HW #3, HW #4, Acc Cycle Sim (Round 5)
8	Mon	10-Feb	Accrual Accounting <i>After class you are ready to: Take PostQ #3</i>	3	
9	Wed	12-Feb	Exam 1 Review	Topics 1-3	
	Sat	15-Feb			PostQ #3, HW #5, Acc Cycle Sim (All)
	Mon	17-Feb	PRESIDENTS' DAY: NO CLASS		
10	Wed	19-Feb	<b>Exam I (Sessions 1 – 9)</b>		Exam in Class
11	Mon	24-Feb	Post Exam Review, Receivables and Sales <i>After class you are ready to: Take PostQ #4</i>	4	
12	Wed	26-Feb	Receivables and Sales <i>After class you are ready to: Take PostQ #5 (Mid-Course Survey), Start HW #6</i>	4	
	Fri	28-Feb	<b>Exam 1 Second Chance Exam, 8 am – 3:30 pm, ACC 310</b>		
	Sat	1-Mar			PostQ #4, PostQ #5
13	Mon	3-Mar	Receivables and Sales <i>After class you are ready to: Take PostQ #6</i>	4	
14	Wed	5-Mar	Inventory and Cost of Goods Sold <i>After class you are ready to: Start HW #7</i>	5	
	Sat	8-Mar			PostQ #6, HW #6

15	Mon	10-Mar	Inventory and Cost of Goods Sold <i>After class you are ready to: Take PostQ #7</i>	5	
16	Wed	12-Mar	Long-Term Assets <i>After class you are ready to: Start HW #8</i>	6	
	Sat	15-Mar			PostQ #7, HW #7
		16-Mar – 23-Mar	SPRING BREAK – NO CLASS		
17	Mon	24-Mar	Long-Term Assets <i>After class you are ready to: Take PostQ #8</i>	6	
18	Wed	26-Mar	Exam 2 Review	Topics 4-6	
	Sat	29-Mar			PostQ #8, HW #8
19	Mon	31-Mar	<b>Exam 2 (Sessions 11 – 18)</b>		Exam in Class
20	Wed	2-Apr	Post-Exam Review, Financial Statement Analysis <i>After class you are ready to: Start the Financial Statement Analysis Simulation</i>	7	
	Fri	4-Apr	<b>Exam 2 Second Chance Exam, 8 am – 3:30 pm, ACC 310</b>		
	Sat	5-Apr			Accounting Experience
21	Mon	7-Apr	Time Value of Money <i>After class you are ready to: Take PostQ #9, Start HW #9</i>	8	
22	Wed	9-Apr	Long-term Liabilities <i>After class you are ready to: Start HW #10</i>	9	
	Sat	12-Apr			PostQ #9, HW #9
23	Mon	14-Apr	Long-term Liabilities <i>After class you are ready to: Take PostQ #10</i>	9	
24	Wed	16-Apr	Stockholder's Equity and <b>In-Class Excel Quiz</b> <i>After class you are ready to: Take PostQ #11, Start HW #11</i>	10	Excel Quiz in Class
	Sat	19-Apr			PostQ #10, HW #10, FSA Sim (Round 4)
25	Mon	21-Apr	ESG/Sustainability Reporting & Statement of Cash Flows	ESG & 11	
26	Wed	23-Apr	Statement of Cash Flows <i>After class you are ready to: Start HW #12</i>	11	
	Sat	26-Apr	Financial Statement Analysis Simulation Due (All Rounds)		PostQ #11, HW #11, FSA Sim (All)
27	Mon	28-Apr	Statement of Cash Flows <i>After class you are ready to: Take PostQ #12</i>	11	
28	Wed	30-Apr	Statement of Cash Flows	11	
	Sat	3-May			PostQ #12, HW #12
	Mon	5-May	- <b>Exam 3 Second Chance Exam, 8 am – 11 am &amp; 1 pm – 4pm, ACC 310</b> - <b>Out-of-class Exam Review Session, 11 am – 12:30 pm, ACC 310</b>		
<b>Exam</b>	<b>Sat</b>	<b>10-May</b>	<b>Exam 3 (Sessions 20 - 28), 8-10 am, Location TBD</b>		<b>Exam in Person</b>