Accounting & Finance for Non-Business Majors, GB310  
Syllabus Fall 2017

**Step 1:** Read this document in its entirety very carefully—you will be tested on it.
**Step 2:** Watch the “This Week in GB310” and “The Next Big Things” on our course main page. It will always keep you up to date for your upcoming course obligations.
**Step 3:** Check the website daily for new discussion threads and course announcements.
**Step 4:** Check your email daily for updates and information.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**Instructor:** Mark J. Laplante, Ph.D.

**Teaching Assistant:** Julia Billingham

**Course Description:**
Part of a two-course sequence introducing non-business students to basic concepts, practices and analytical methods that are part of the market enterprise system. This course is a basic overview of important topics in: economics, business law, finance and accounting. The description that was provided in the course catalog does not reflect the actual breadth of subject areas that are presented in this course. It is inaccurate. The course will introduce students to fundamental economic principles and present important legal topics that are a major concern to businesses. However, the majority of the course will be devoted to finance and accounting.

This online course has been designed for a broad campus audience of students who are seeking to learn about important business concepts and are not majoring in business nor working towards a Certificate in Business. Rather, the audience for this class has a desire to understand important business concepts so they can work more effectively with co-workers within for-profit firms and make better decisions as employees, entrepreneurs, citizens, regulators, or researchers. This course will help you explore how businesses make decisions that impact their firms, individuals, and society as a whole.

**Prerequisites:** Sophomore standing or higher; not open to business students. The only assumption I make about your ability to master this material is that you can do algebra.

There is however, a very important informal prerequisite for this course, and that is patience. The level of dependency upon technology in this class to achieve high educational outcomes completely outstrips that of your typical face-to-face class, and as we all know technology can fail. There may be problems with your computer, operating system, internet connection, and Canvas. You must recognize this going into the class and accept the fact that there are going to be problems, and the best way to address them is with a patient, calm, and determined demeanor. In other words, don't flip out when there is some technological hiccup. We'll get through them.

**Learning Outcomes:**
In addressing the four disciplines that impact businesses that we will touch on in this class, there are three global themes or over-arching learning outcomes that this course is structured upon, and each module of content will help students to:

1. **Talk the talk:** Students will demonstrate the appropriate application of fundamental business terminology and concepts necessary to effectively communicate with professionals across a given business organization.

2. **Walk the walk:** Students will apply the common business processes and tools that can be leveraged to develop their professional, academic, and personal futures.

3. **Be able to think like a business-person:** Students will explain the various reasoning used by businesses to make decisions and the impact that those respective decisions have on the firm and potentially society as a whole. Students will examine their assumptions and predispositions regarding the role of business in society and reflect on the ways in which the course has progressed their positions.
Course Technology:

Reliable high-speed internet and Canvas. Since all educational activities will take place online, it is assumed that you have a reliable high-speed internet connection. It is your responsibility to make certain you satisfy this requirement or else this class will be a nightmare, and we definitely don’t want that.

The Canvas course management system is a required component in conducting the course. All students are expected to use and monitor the site on a daily basis in order to participate in class activities.

There are over 140 instructional videos. If you have the storage capacity, you may want to download the videos and then watch them. This often provides a smoother viewing experience than trying to stream them directly.

Communication:

Email: Each semester I am responsible for teaching more than seven hundred students across two courses, Finance 300 and General Business 310. Combined, these courses generate thousands of emails a semester. Managing this email traffic is a major logistical challenge for me and my teaching assistants. In order to keep things simple, organized, and to ensure students’ questions are answered in a timely manner all email is to be sent to:

\[gb310@wsb.wisc.edu\]

This is the only email address you are to use for class communication. Email sent anywhere else will be deleted unanswered.

You should expect a response to your email within 1 business day. Saturday, Sunday, and holidays are not business days. This is good preparation for what you should expect from your first job after graduation.

Be aware, this is a business course and as such you will conduct yourself professionally. Laziness is unprofessional. It is your responsibility to stay abreast of information sent to you. Consequently, if you send a question to gb310@wsb.wisc.edu when the answer is clearly in the syllabus, an email sent to you, or the course main page your question will be ignored. If you do not get an answer to your question by the end of the next business day it is very likely your answer has already been made available to you.

The bottom line is this, questions that are concerned with course content or genuine administrative uncertainty are strongly encouraged. Questions that are sent because you are too lazy to fulfill your professional obligations will be ignored.

Discussion Boards:

There are two discussion boards you will use this semester. One is for general use and the other is for teams to use in the course of their Business in Society activities, which will be discussed below. Students may use both boards to post administrative and content questions to their classmates and teammates. In the past, this has typically been the fastest way to get an answer to a quick administrative or content question. Students are strongly encouraged to answer questions posted by other classmates. As always in this class, all communication shall be conducted in a professional manner.

Required Textbooks: There is no required textbook for the course. Yup, you heard that right. Go blow the money you saved on something fun. Remember this when we talk about opportunity costs. All materials will be available on the Canvas site.

Calculators: Online financial calculators have been created for this course by the Wisconsin School of Business. You will need to use them to solve many of the problems in this class. You can access them through the ‘GB310 Financial Calculators’ link in the ‘Examinations’ section of the course main page. During exams these are the only calculators you may use so please practice using them to become proficient.

Office Hours: Julia will hold office hours in Grainger 5271. They will be posted weekly on our website. The day and time may vary from week to week, so always check our main page for the specifics before heading to Grainger.
**Course Structure, Format, Organization & Activities:**

This course is delivered in one introductory and fourteen content modules. In general, each module will provide you with a variety of learning experiences:

- Readings
- Video lectures
- Assessment Preparation documents that contain key terms, key concepts, key equations, and practice problems (where applicable) to prepare for the exams.

You will work independently for much of the time, doing the readings, watching the lectures and working on practice problems. The video lectures have been closed captioned, and text transcriptions are also provided. Note, the readings and videos do not completely substitute for one another. By design, each medium contains some information the other does not. The only way to learn all the material is to fully engage both the readings and the videos in order to prepare for the exams.

**Assets Available for Download:** Each module has a chapter and an assessment preparation document in PDF format, both of which are readily downloadable. In addition, if you have the space on your computer you may want to download the video files for a given module. To do so, click on the “Download Links” button of the video frame. For example,

In order to make note taking during the videos more efficient, you can download PDF transcripts of the videos and important images from the videos in PowerPoint. These assets are available in the “Resources” section at the bottom of each content module. Note, these files contain the transcripts and images for all of the videos in a module.

**Teams** – On Monday September 18th you will be assigned to a team that you will work to complete Business in Society (BiS) activities. The Business in Society activities will work something like this:

1. I set out some question, proposal, or scenario.
2. The team discusses what I initiated on your assigned discussion board. Do not use any other discussion forum, such as Google Hangouts, to discuss the issue. This is because I and my teaching assistant will review the discussion threads to determine the quality of the team’s interaction when determining participation grades. These exercises are an opportunity for you to reflect upon what you know and believe at this point of time. **Do not do any research on the topics.** Any posts that indicate you Googled the topic for a hint will result in the entire team receiving a zero on that assignment. You are to reveal what opinions you bring to the table now, without coaching from the internet. Remember, there are no right or wrong answers—just the quality of your thoughts and interaction.
3. You will deliver your team's consensus on the topic by the posted deadline. Specific instructions on how to submit your team's deliverable will become available before each assignment.
4. After all team submissions are received, I will release a video with my view on the topic.
5. The team will be free to compare and contrast their own views to mine, but each student will submit their own individual response to my view of the matter.

So what is the point? The point is to get you to briefly reflect upon and discuss a topic you might not have otherwise considered, then potentially see there are alternative ways to think about these matters. This course component should feel more like play than work.

Remember this, teamwork is not busywork. Effective team participation will improve your chances for successfully completing the course. You will exhibit total professionalism in team interactions. Any abusive language, ridicule, profanity, and the like will be dealt with in the harshest terms possible.
Once the proposition/issue is released, the team is expected to get started on it right away. In the past, a source of great frustration for some teams has been early participation by some engaged students, while other teammates remain unresponsive until the last possible moment. The slackers then chime in right before the deadline with the ever so helpful and enlightened, “I agree.” Those folks will be getting zeroes.

The deadlines for all of the team BiS submissions are Tuesdays at midnight. All group discussion is to be concluded by Monday at midnight. That will give you all day Tuesday to get your view submitted. There are only two reasons I will accept for late submissions:

1. You died. In which case, I will gladly accept posthumous submissions from the great beyond.

2. You have a documented emergency room visit where you were admitted before 9:00 a.m. and were not released until after midnight.

If you have some other reason for missing the deadline hold your breath, you are getting a zero.

One last thing about the teams. At the end of each team exercise you will have the opportunity to anonymously evaluate your teammates on their contributions to the team discussions. Students are strongly encouraged to identify teammates who did not make a material contribution to the discussion by Monday at midnight. I reserve the right to adjust any team members’ participation grade as I see fit based on the feedback I receive. **Free riders who do not carry their weight can expect a bad outcome—in this course as well as when you are an employee.**

**Time Commitment:**

While your online course experience will feel different from a traditional classroom experience, I have kept the structure, integrity, and rigor of the course consistent with in-person UW courses. Consequently, you should expect to spend, on average, six to eight hours per week on this course. Though there are many do nothing, learn nothing, easy online courses where everybody gets an “A”, this course is definitely not one of them. Please adjust your expectations accordingly.

**Syllabus Test:** There will be a comprehensive online examination on the course syllabus. The point of it is to credibly commit students to understanding the rules of the game and allow you to practice using the electronic examination interface before a high-stakes exam. You may print out the syllabus and use it during the test. You will need a calculator to complete it and you are only allowed one submission. You can access the Syllabus Test from 8 a.m. Wednesday September 6th to midnight Friday September 22nd. **Excuses for not completing the online syllabus test will not be accepted.** Do not wait until the last minute to take it. It is my hope that every student will get every question correct.

**Exams:** All exams last two hours and will be administered via Canvas in Grainger 2294, which is a computer classroom. Here are the dates:

Exam One: Monday and Tuesday October 16th and 17th at 6:30 P.M. Central Time

Exam Two: Monday and Tuesday November 21st and 22nd at 6:30 P.M. Central Time

Exam Three: Monday and Tuesday December 18th and 19th at 6:30 P.M. Central Time

The expectation is that you will take all exams in person in Grainger Hall.

**Online Exams:** If you cannot take the exams in Grainger due to conflicts, you must send an email to gb310@wsb.wisc.edu explaining the nature of the conflicts and for which exams you will need the online service. The WSB has to pay for the proctoring service and I have to set a number of electronic switches in order to enable the online examination system. Be certain to email your request at least 72 hours before an exam so that these issues can be addressed in a timely manner. Instructions for taking the exams online are available in the “Modules>Examinations>Exam Materials” folder.

Note, the online proctoring service adds another layer of technological complexity to the exam experience and, as mentioned above, we all know technology can fail. There is no worse time for technology to fail than during an exam, making an already stressful situation more so. In order to reduce this risk, make every effort to attend one of the Grainger offerings.

If you plan to take your exams online you must be able to do so on a laptop or desktop computer, other devices will not
work. Having all the requisite electronics and a reliable internet connection for exams is your responsibility. This is particularly true if you are taking the course overseas. Students have successfully completed this course from around the globe, which is great. However, some countries have very strong firewalls that make it very difficult, or impossible, to take exams online. China is a prime example of one such country in which students have had a nightmare getting around the “Great Firewall.” If you plan on taking the course from such a location, sorting out all the technical details to successfully take exams is entirely your responsibility. Be certain to investigate the issue in advance or you will run the risk of having to drop the course when the first exam is upon you.

Online exams will be held at the same time as the Grainger Hall exams, 6:30 P.M. Central Time. Please arrange your schedule accordingly.

**Practice Test:** For the students who will use the online remote proctoring service, there is a practice test in the “Examinations” section of our website. You use this to practice using the remote proctoring system and to familiarize yourself with the testing interface. It is not graded and you are encouraged to take it as many times as necessary to master the proctoring system. You are expected to take it using the proctoring service several hours before the exam start times so that you can diagnose and address any technical difficulties long before your exams begin.

**Exam Materials:** Prior to the exams you will be provided with important information such as detailed rules and equations that will be provided. You will find these assets in the “Examinations>Exam Materials” folder on our main page.

**Preparing for Exams: Steps for Success**

1. The expectation is that you will stick to the course schedule. That means you will complete all module materials in their designated weeks. Students who have put off the work then crammed for the exams have done very poorly in the past. The single most important step to being successful in GB310 is to start tasks on time, like today, and work hard consistently to master them. You are smart, if you weren’t you wouldn’t be at the UW. What’s really on the table here is your work ethic.

2. Read the module’s chapter and watch the videos closely. You might find it useful to review the transcripts of the videos.

3. Each module has an assessment preparation document. These documents contain key words, key concepts, key equations, and a set of multiple choice questions. These questions may be conceptual or quantitative. The correct answers are provided at the end of the document. In some cases, there are complete solutions. If you do not get the correct answer go back and review the chapter and videos, try to figure it out. A surprising amount of learning occurs as you work to understand why you got it wrong.

4. Check the discussion board regularly. You may learn from other students’ posts and the answer to a question upon which you are truly stuck may have already been answered.

5. If not, use the discussion boards to post the question yourself. As a whole, the class is encouraged to provide assistance to their peers by answering questions. Learning takes place this way too.

6. If that fails, use gb310@wsb.wisc.edu to send your question to me and my teaching assistant or use office hours. Here is the thing to remember, if you want to learn the material my teaching assistant and I will find a way to be helpful.

**Missed Exams:** Missed exams due to documented medical conditions will be administered online with remote proctoring. **If you miss an exam and do not have a documented illness you will earn a zero.**

**Grades:** The course grade will be determined by the following components and their associated weights. Note, there is greater weight on the first two exams because they cover more modules.

<table>
<thead>
<tr>
<th>Component</th>
<th>Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Test</td>
<td>3</td>
</tr>
<tr>
<td>Exam 1</td>
<td>28</td>
</tr>
<tr>
<td>Exam 2</td>
<td>28</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25</td>
</tr>
<tr>
<td>BiS Participation</td>
<td>16</td>
</tr>
<tr>
<td>Total Course Points</td>
<td>100</td>
</tr>
</tbody>
</table>

There are four BiS propositions, each requiring a team and individual response. That’s a total of eight BiS activities for
sixteen course points, or two course points per activity.

How your course points are determined:

Course Points = 3*(Syllabus Test % Score) + 28*(Exam 1%) + 28*(Exam 2%) + 25*(Exam 3%) + 16*(Team Participation %)

For example, if you earned 80% on the syllabus test, 33% on Exam 1, 54% on Exam 2, 61% on Exam 3, and 90% of the Team Participation points then your course points would be,

\[3 \times 0.80 + 28 \times 0.33 + 28 \times 0.54 + 25 \times 0.61 + 16 \times 0.90 = 56.4\]

As with the example above, your course points will be rounded to the tenth of a point when determining your letter grade.

**Grade Distribution:**

- **A**: 90 course points and above
- **A/B**: 84 to 89.9 course points
- **B**: 74 to 83.9 course points
- **B/C**: 64 to 73.9 course points
- **C**: 54 to 63.9 course points
- **D**: 40 to 53.9 course points
- **F**: 39.9 course points and below

Given the 56.4 course points you earned during the semester you would end with a letter grade of C.

**Grading Policies:**

The course grades are calculated entirely upon the components and their associated percentages as stated above. There is no extra credit available. Your components will not be reweighted ever. Any medical conditions that you want me to consider must be well-documented or will be considered irrelevant. Facts such as your scholarship status, timeline for graduating, participation in athletics, or any other particular facts of your life you think are important and bear special consideration with respect to grades are irrelevant. No special considerations with respect to grades are ever provided to any student ever. The bottom line when it comes to grades is this, if you want a higher grade work harder to achieve better outcomes on the remaining course components.

**Other Course Policies:**

It is impossible, and frankly not desirable, to write out an all-encompassing set of rules for a course. Anybody up for a fifty-page syllabus? I thought not. I have two guiding principles that support a learning environment that facilitates high educational outcomes.

1. **Fairness**: If a situation is unfair, especially when it comes to grading, it damages the motivation of the students. I believe that learning is correlated with effort, and nothing deters motivation more than unfairness. Fairness is of paramount importance to achieving a desirable educational outcome.

2. **Professionalism**: This class and business life require human interaction, and positive interaction in this class is intended to reduce the isolation that can occur in an online learning environment. Rudeness, a lack of respect, and an absence of common courtesy can poison that environment. This is especially true on the discussion boards. Most of you are preparing to one day work for firms where, let’s put it bluntly, you will be fired in the blink of an eye without any remorse if you do not conduct yourself in a professional manner. You should consider this class as excellent preparation for that environment.

So, if at any time I perceive something is unfair or unprofessional you can expect me to address the source of it in a vigorous manner. Let the word “vigorous” and all of its implications linger in your mind for just a moment. Ah good, now we understand each other and can continue.

**Non-Discrimination Policy:**

The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any
group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed by the professor.

**Disability Reasonable Accommodation Policy:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me by email of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. If you have a McBurney VISA please attach an electronic version of it to your email. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Lastly, if you are entitled to an academic accommodation you are strongly encouraged to use it. Many students who have been entitled to accommodations but chose to forego them regret their decision. Your VISAs are due by the end of the third week of the semester. Please email it to me before the deadline, Friday September 22\textsuperscript{nd}.

Students who have extended time accommodations will take their exams online with proctoring on the Tuesday exam dates at 6:30 P.M. Central Time. Please review the online and practice exam instructions above.

**Religious Reasonable Accommodation Policy:**

Every effort shall be made to reasonably and fairly accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Whenever possible, students should give at least one-week advance notice to request special accommodation.

**Academic Misconduct:** UW conduct rules describe academic misconduct as "... an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student's academic performance; or (f) Assists other students in any of these acts."

Charges of academic misconduct are taken seriously and actions that can be taken against a student include failure in the course and permanent record in the student's file.

See: [http://students.wisc.edu/doso/acadintegrity.html](http://students.wisc.edu/doso/acadintegrity.html). Please review the UW Academic Misconduct Policy and ask me if you have any questions.

That’s the polite and official UW proclamation on academic dishonesty, here is my view of cheating. Cheating is theft. You are stealing a grade you did not earn. This undermines the motivation of honest students to work hard and is a fraud perpetrated upon the firms that might hire you. In order to keep everybody motivated to work hard and maintain the reputation of UW-Madison as the flagship state school, **ANY violation will be pursued to the fullest extent possible.** For those of you who are unable to read between the lines, “the fullest extent possible” means I will make it my personal mission to assign you an “F for Cheating” on your transcript and have you expelled from UW. Unless you plan on applying for a job at Enron, an “F for Cheating” on the transcript from the university you partially completed will very likely destroy your hopes of getting a good job. Catastrophic costs, almost no benefit—that is the calculus of cheating in this course.

**Other Things:**

Lastly, this course contains 140+ videos, 14 readings, 14 assessment preparation documents, calculator instructions, 8 BiS activities, an extensive syllabus and more. In other words, it has a ton of moving parts. I have worked very hard to create a high quality online experience for you, but if you find any errors, typos, important omissions or the like please let me know. I will incorporate your feedback into the course as quickly as possible to benefit current and future students. Thanks in advance for your efforts in this regard.
That’s it. The syllabus has laid out the rules of the game. If you are unclear about any of it, I invite your questions. Review the course schedule which follows then let’s get on with the fun stuff, learning about business.

**Tentative Course Schedule: Watch for announcements should changes be necessary.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed. Sept. 6</td>
<td>Mod1—Getting Started</td>
</tr>
<tr>
<td>2</td>
<td>Mon. Sept. 11</td>
<td>Mod2—Microeconomics: Trade</td>
</tr>
<tr>
<td>3</td>
<td>Mon. Sept. 18</td>
<td>Mod3—Microeconomics: Supply, Demand, and Market Equilibrium</td>
</tr>
<tr>
<td>4</td>
<td>Mon. Sept. 25</td>
<td>Mod4—Law: Legal Entities, Firm Goals, and Business as a Process</td>
</tr>
<tr>
<td>4</td>
<td>Tue. Sept. 26, 11:55 P.M.</td>
<td>Team deliverable for Business in Society #1 is due</td>
</tr>
<tr>
<td>5</td>
<td>Mon. Oct. 2</td>
<td>Mod5—Law: Contracts, IP, Employment, Liability, Regulation</td>
</tr>
<tr>
<td>5</td>
<td>Tue. Oct. 3, 11:55 P.M.</td>
<td>Individual response to Business in Society #1 is due</td>
</tr>
<tr>
<td>6</td>
<td>Mon. Oct. 9</td>
<td>Mod6—Finance: Time Value of Money — Lump Sums</td>
</tr>
<tr>
<td>7</td>
<td>Mon. Oct. 16</td>
<td>Mod7—Finance: Time Value of Money — Multiple Cash Flows</td>
</tr>
<tr>
<td>7</td>
<td>Mon. &amp; Tue., Oct. 16 &amp; 17</td>
<td>Exam One: Covers Modules 2 through 6 at 6:30 P.M. C.T.</td>
</tr>
<tr>
<td>8</td>
<td>Mon. Oct. 23</td>
<td>Mod8—Accounting: Introduction to Financial Statements I</td>
</tr>
<tr>
<td>8</td>
<td>Tue. Oct. 24, 11:55 P.M.</td>
<td>Team deliverable for Business in Society #2 is due</td>
</tr>
<tr>
<td>9</td>
<td>Mon. Oct. 30</td>
<td>Mod9—Accounting: Introduction to Financial Statements II</td>
</tr>
<tr>
<td>9</td>
<td>Tue. Oct. 31, 11:55 P.M.</td>
<td>Individual response to Business in Society #2 is due</td>
</tr>
<tr>
<td>10</td>
<td>Mon. Nov. 6</td>
<td>Mod10—Accounting: The Accounting Cycle</td>
</tr>
<tr>
<td>11</td>
<td>Mon. Nov. 13</td>
<td>Mod11—Accounting &amp; Finance: Financial Statement Analysis</td>
</tr>
<tr>
<td>11</td>
<td>Tue. Nov. 14, 11:55 P.M.</td>
<td>Team deliverable for Business in Society #3 is due</td>
</tr>
<tr>
<td>12</td>
<td>Mon. Nov. 20</td>
<td>Mod12—Accounting &amp; Finance: Capital Budgeting</td>
</tr>
<tr>
<td>12</td>
<td>Mon. &amp; Tue., Nov. 20 &amp; 21</td>
<td>Exam Two: Covers Modules 7 through 11 at 6:30 P.M. C.T.</td>
</tr>
<tr>
<td>13</td>
<td>Mon. Nov. 27</td>
<td>Mod13—Finance: Bonds and Stocks</td>
</tr>
<tr>
<td>13</td>
<td>Tue. Nov. 28, 11:55 P.M.</td>
<td>Individual response to Business in Society #3 is due</td>
</tr>
<tr>
<td>14</td>
<td>Mon. Dec. 4</td>
<td>Mod14—Finance: Risk and Return</td>
</tr>
<tr>
<td>15</td>
<td>Mon. Dec. 11</td>
<td>Mod 15—WACC &amp; Conclusion</td>
</tr>
<tr>
<td>15</td>
<td>Tue. Dec. 12, 11:55 P.M.</td>
<td>Team deliverable for Business in Society #4 is due</td>
</tr>
<tr>
<td>16</td>
<td>Mon. &amp; Tue., Dec. 18 &amp; 19</td>
<td>Exam Three: Covers Modules 12 through 15 at 6:30 P.M. C.T.</td>
</tr>
<tr>
<td>16</td>
<td>Thu. Dec. 21, 11:55 P.M.</td>
<td>Individual response to Business in Society #4 is due</td>
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</tbody>
</table>