ACCOUNTING H525: MANAGERIAL ACCOUNTING AND CONTROL
Winter Quarter 2002

INSTRUCTOR: Professor D. L. Jensen
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jensen.7@osu.edu (I check my e-mail several times daily and will respond ASAP)
292-2529 at office (Please leave recorded message; if I'm not in, I'll return your call.)
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Office Hours: By appointment or chance

COMMUNICATIONS CONSULTANT: Ms. Rama Ramamurthy
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292-7397
Office Hours: ______

REQUIRED TEXT MATERIALS:


Supplementary materials (abbreviated S) are sold in a package by CopEz. Some supplementary items may be distributed in class or made available on the Internet.

OPTIONAL MATERIALS FOR REFERENCE:


COURSE METHOD: The requiring reading for the course includes cases and chapters contained in the assigned textbook and supplementary materials. Most class sessions will be organized around cases and team activities—usually debates or role-play presentations. Most written assignments will take the form of argument paragraphs on debate resolutions.

CASES
Cases are descriptions of real-life problem situations. Most cases are based on the actual observations and experiences of the case writer. No matter how many pages the writer employs to set forth the case, the description is necessarily incomplete. Consequently, the student or reader of the case must be prepared to "fill in the blanks" by reference to his or her own knowledge and experience about business situations.
Preparation of Cases

Unlike problems or exercises, cases do not have solutions. Cases require the reader to make interpretations of factual matters, and these interpretations will differ from one reader to another. Furthermore, cases require the reader to make judgments on issues that may be a source of unreconciled difference between readers. One of the benefits of case work is that it prepares us for a world in which different interpretations and judgments are the rule rather than the exception. Accordingly, cases should be viewed as vehicles for discussion rather than problems for solution. I recommend the following procedure in preparing a case for class:

1. Read the case quickly (invest no more than 5 minutes in this initial reading) and note the study questions (if any) at the end of the case.

2. Read the assigned chapter or article(s) making brief written notes of ideas and issues related to the case. These notes should be brought to class and can serve as a basis for your participation in discussion. (Some students find that it's best to perform the first two steps in the reading procedure a day or so before the last two steps.)

3. Read the case carefully; as you read, extend and embellish your notes.

4. Prepare the writing assignment (usually a debate argument based on an issue raised by the case).

Additional guidance on case preparation is presented in Ronstadt's book, The Art of Case Analysis (Third Edition), particularly Chapters 1, 2, 5, 6, 7, 8 and 12.

In-Class Use of Cases

Classroom coverage of cases takes several different forms, as indicated by the assignment sheet: (1) the case may serve as the basis for a debate involving two teams of students, (2) a case may serve as the basis for a role-play by members of a team of students, (3) a case may serve as the basis for a question-and-answer session in which one or more teams answers questions from the class and the instructor, or (4) a case may serve as the basis for a discussion led by a team of students or by the instructor. Question-and-answer sessions usually follow debates, role plays, and team-led case discussions. In-class team activities will be graded by the class and by the instructor on a 10-point scale. Grades will reflect evidence of teamwork including a well-planned distribution of arguments across speakers, effective references to other speaker's comments, and successful transitions between speakers.

When a team is assigned responsibility for classroom coverage of a case, all members of the team should meet together as a group to discuss the case, plan the classroom discussion, and practice elements of the presentation. All members of the team should have read the case and related materials prior to this meeting which should occur not less than two days before the class devoted to the case. Teams may consult with the instructor (either in person, by telephone, or by e-mail); this step is optional but advisable.

DEBATES

Another class session format combines debates and question-and-answer sessions. Two teams will be assigned to debate a resolution and will speak in the following order:

1. PRESENTATION OF PRO TEAM'S POSITION: Two affirmative (pro) speakers who will have a maximum of 3 minutes each to speak in favor the resolution;
2. PRESENTATION OF CON TEAM'S POSITION: Two negative (con) speakers who will have a maximum of 3 minutes each to speak against the resolution;
3. CON TEAM'S RESPONSE TO PRO TEAM: Two negative speakers who will have a maximum of 3 minutes each to respond to the specific arguments of the affirmative speakers.
4. **PRO TEAM’S RESPONSE TO CON TEAM:** Two **affirmative** who will have a maximum of 3 minutes each to respond to the specific arguments of the **negative speakers.**

Plan the presentation of your arguments carefully. Remember, transitions between speakers on the same team are important. In planning your arguments, consider both sides of the resolution; try to anticipate what the opposition will argument and plan strong counter arguments. If a team has five members, then it will have 3 **two-minute** speakers to present their case and 2 **three-minute** speakers to respond to the opposition. (If your team has only three members, then use just one of your team members to respond to the opposition; that team member by take up to 5 minutes to make the response.)

**Chalk, transparencies, and other visual aids should be used with great restraint.** The chalk board is best used for word outlines that structure discussion or chart the course of discussion (but avoid writing lengthy material on the board during class time). Elaborate visual aids are not appropriate in this class. Work on developing a style of public speaking that captures group attention and focuses it on you as a person and on what you are saying.

**DEBATE ARGUMENT PARAGRAPHS**

All members of the class who are not on a debate team, must write a one-paragraph (40-60 word) argument either for or against the debate resolution. See the assignment sheet to determine which side of the argument (pro or con) your team is assigned.

The argument paragraph should begin with the words, “I support (or I cannot support) the debate resolution because ... [say why].” Follow this sentence with several sentences that explain one reason for supporting the resolution. Don’t introduce new “because.” Just explain the reason you announce in the first sentence. You don’t need to argue the entire case—just a single issue. Focus and thoughtful development are important here. Arguments should be submitted electronically (via e-mail) to Professor Jensen (jensen.7@osu.edu) and to Ms. Ramamurthy (Ramamurthy.3@osu.edu) prior to the class in which they are discussed. No late arguments will be accepted; **all arguments not submitted on time will be assigned a grade of zero. Argument paragraphs will be reviewed for general adequacy and assigned a grade of S+, S, S-, or U.**

**PAPERS**

One short paper is required. The paper should be a maximum of 3 pages in length (double-spaced, typed). The basis for each paper should be one of the cases consider in an earlier session if class. To receive a grade, the paper must be rewritten unless the paper is A-level or better. If the paper is A-level or better, you may rewrite it but you are not required to do so. The first draft of the paper is due **on or before Monday, January 28, 2002; the paper will be returned on or before Monday, February 11, 2002,** and the rewrite is due **on or before Monday, February 25, 2002.**

Papers will be graded for **content** (50 points ) and for **writing style** including coherence, clarity, conciseness, precision, and general mechanics (50 points). Papers receiving 87 or more points are A-level. Each paper should reflect your own thoughts and writing style and should be supported by examples and verbal illustrations. Papers should be based on a well-considered logical framework.

**VIDEO TAPING AND SELF-EVALUATION**

Four debates will be video-taped. Each team should view its video tape as a group (within three days of the taping) and every member of the team should write a one-page self-evaluation on the basis of the taped performance. Self-evaluations should be submitted electronically (via e-mail) to Professor Jensen and to Ms. Ramamurthy. Evaluations of Monday tapings should be submitted by the following Friday, and evaluations of Wednesday tapings should be submitted by the following Monday.

Your self-evaluation must be based on a viewing of the taped debate and should consist of two paragraphs. The first paragraph should discuss several aspects of your personal presentation style that
you plan to work on and improve. The second paragraph should discuss the effectiveness of your team as a working and performing unit and the distribution of the workload across the team membership; the paragraph should also identify one or more ways in which you think that work or performance can be improved.

EXAMINATIONS

Examinations will be composed substantially of essay questions. Most of these will be broad questions asking for discussion of the principal arguments or ideas in one or more sections of the course. Answers should deploy specifics from the cases to support arguments and illustrate ideas. An excellent way to prepare for the exam is to maintain a “journal of major ideas, arguments, and case specifics” as you move through the course. At regular intervals (at least once a week) sit down and think through the topics covered during the preceding interval and make entries in your journal.

COMPOSITION OF GRADE

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Examination</td>
<td>100</td>
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<tr>
<td>Final Examination</td>
<td>100</td>
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<tr>
<td>In-Class Presentations (debates and other presentations)</td>
<td>200</td>
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<tr>
<td>In-Class Discussion</td>
<td>100</td>
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<tr>
<td>Argument Paragraphs and Video Evaluation</td>
<td>100</td>
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<tr>
<td>Paper</td>
<td>100</td>
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<td>Total</td>
<td>700</td>
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Note: Recorded points will be rescaled to reflect these weights in the final grade determination

TOPICAL OUTLINE OF COURSE

THE ENVIRONMENT OF MANAGEMENT CONTROL
  Management Control Systems (Nucor [A])
  Controllers and Managers (Rendell)
  Responsibility Centers (Whiz Calculator Company)
  Profit Centers (Abrams)
  Transfer Pricing (Birch Paper and Atkinson)
  Investment Centers and Performance Evaluation (Quality Metals Service Center)

ACTIVITY-BASED COSTING
  Cost Measurement Concepts (Philip Henry)
  Cost and Activity (Destin Brass)
  Cost and Resource Capacity (Micro Devices Division)
  Cost and Price (Allied Office Products)

THE MANAGEMENT CONTROL PROCESS
  Analyzing Financial Performance Reports (Solartronics)
  The Budget Process (Boston Creamery, Inc.)
  Budgets and Control (Sound Dynamics, Inc.)
  Cost and the Value Chain (Dairy Pak)
  Strategy and Control (Copley Manufacturing)
  Performance Measurement (Analog Devices)
  Ethical Conduct ("It's Up to You")

H525 Winter 2002 (Revised 12-26-01)
Session 1: Monday, January 7, 2002

Topic: Management Control Systems

Read: "The Nature of Management Control Systems" (Ch. 1 in A&G)

Case: Nucor (A) (Case 1-1 in A&G)

Everyone: (1) Read the assigned chapter.
(2) Study the case, and prepare to discuss the questions at end of the case.

THE ENVIRONMENT OF MANAGEMENT CONTROL

Session 2: Wednesday, January 9, 2002 - Debate Video Taped

Topic: Controllers and Managers

Read: “Behavior in Organizations” (Ch. 2 in A&G)

Case: Rendell Company (Case 2-3 in A&G)

Debate: Team 1 for the affirmative (pro) and Team 2 for the negative (con): RESOLVED that the integrity of accounting information and reporting within a business organization requires the separation of accounting from management functions.

Advice: Check out the websites for the major professional accounting organizations—the AICPA (http://www.aicpa.org), the FEI (http://www.fei.org), the AAA (http://accounting.rutgers.edu/raw/aaa), and the IMA (http://www.imanet.org). Consider the implications of current debate within the profession about the relationship between corporate management/governance and various accounting functions (financial reporting, auditing, consulting, professional education, professional structure, etc.). Consider the implications of your work in prior accounting courses.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 3, 4, & 5 should prepare a “pro” argument; each member of Teams 6, 7, & 8 should prepare a “con” argument.
(4) The debate will be followed by a discussion session.

Session 3: Monday, January 14, 2002 - Debate Video Taped

Topic: Responsibility Centers

Read: "Responsibility Centers: Revenue and Expense Centers" (Ch. 3 in A&G).

Case: Whiz Calculator Company (Case 3-4 in A&G)
Debate:  *Team 3 for the affirmative (pro); Team 4 for the negative (con):* RESOLVED that Whiz Calculator should budget selling expense on a fixed-and-variable-cost basis rather than an appropriation basis.

Everyone:  
(1) Read the assigned materials  
(2) Prepare the case  
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 1, 2, & 5 should prepare a “pro” argument; each member of Teams 6, 7, & 8 should prepare a “con” argument.  
(4) The debate will be followed by a discussion session.

**Session 4: Wednesday, January 16, 2002 - Debate Video Taped**

**Topic:**  
*Profit Centers*

**Read:**  
"Profit Centers" (Ch. 4 in A&G)

**Case:**  
Abrams Company. (Case 4-4 in A&G)

**Debate:**  
*Team 5 for the affirmative (pro); Team 6 for the negative (con):* RESOLVED that the AM Division should be treated as a revenue center rather than a profit center.

Everyone:  
(1) Read the assigned materials  
(2) Prepare the case  
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 4, 7, & 8 should prepare a “pro” argument; each member of Teams 1, 2, & 3 should prepare a “con” argument.  
(4) The debate will be followed by a discussion session.

**Holiday: Monday, January 21, 2002**

**Session 5: Wednesday, January 23, 2002 - Debate Video Taped**

**Topic:**  
*Transfer Pricing I*

**Read:**  
"Transfer Pricing" (Ch. 5 in A&G)

**Case:**  
Birch Paper Company (Case 5-2 in A&G)

**Debate:**  
*Team 7 for the affirmative (pro); Team 8 for the negative (con):* RESOLVED that Northern Division should accept the bid of Thompson division.

Everyone:  
(1) Read the assigned materials  
(2) Prepare the case  
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 4, 5, & 6 should prepare a “pro” argument; each member of Teams 1, 2, & 3 should prepare a “con” argument.  
(4) The debate will be followed by a discussion session.

Topic: Transfer Pricing II


Everyone: (1) Read the Atkinson chapter. 
(2) Prepare presentation described below.

All Teams: The Atkinson article describes six different transfer pricing cases. Each team is assigned one case and a proposition concerning the case. Each team should present a brief (5-minute) panel discussion in which members of the team explain why they agree or disagree with the assigned proposition and answer questions from the class. Here are the assignments:

Team 1 is assigned Case 1 and must present its position (pro or con) on the following proposition: Western Woodproducts should use market values as the basis for allocating the joint cost of logs for purposes of determining internal transfer prices.

Team 2 is assigned Case 2 and must present its position (pro or con) on the following proposition: Sunshine Dairy should base its transfer pricing on actual rather than standard costs.

Team 3 is assigned Case 3 and must present its position (pro or con) on the following proposition: Since National Sea Products bases executive compensation on overall corporate performance, their transfer pricing system serves no important purpose.

Team 4 is assigned Case 4 and must present its position (pro or con) on the following proposition: Western Bakeries should abandon its cost-based transfer pricing system for a current-market-price transfer pricing system.

Team 5 is assigned Case 5 and must present its position (pro or con) on the following proposition: Ron White is wrong; Eastern Chevrolet-Oldsmobile's transfer pricing policy has no connection with inventory investments decisions.

Team 6 is assigned Case 6 and must present its position (pro or con) on the following proposition: The charge system used by General Manufacturing's central computer department is fundamentally sound and should be continued.

Session 7: Wednesday, January 30, 2002

Topic: Investment Centers and Performance Evaluation

Read: (1) "Measuring and Controlling Assets Employed" (Ch. 6 in A&G) 
(2) "What is EVA, and How Can It Help Your Company?" Management Accounting (November 1997), pp. 52-58. [S]

Case: Quality Metal Service Center (Case 6-3 in A&G)

Debate: Team 8 for the affirmative (pro); Team 7 for the negative (con): RESOLVED that Quality
Metal's bonus system effectively supports company objectives.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 4, 5, & 6 should prepare a "pro" argument; each member of Teams 1, 2, & 3 should prepare a "con" argument. (4) The debate will be followed by a discussion session.

**ACTIVITY-BASED COSTING**

**Session 8: Monday, February 4, 2002**

**Topic:** Cost Measurement Concepts

**Review:** Variable and Full (Absorption) Costing and Standard Cost Systems (See your A&MIS H519 textbook)


**Case:** Philip Henry [S]

**Debate:** Team 1 for the affirmative (pro); Team 6 for the negative (con): RESOLVED that cost-based measures of capacity utilization add little, if anything, to physical measures as a basis for managing capacity.

Everyone: (1) Read the assigned materials
(2) Prepare the case including a reconciliation of Kowloon Manufacturing's budgeted and actual profit (start with budgeted profit and show and label the adjustments to get to actual profit for the period).
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 5, 7, & 8 should prepare a "pro" argument; each member of Teams 2, 3, & 4 should prepare a "con" argument.
(4) The debate will be followed by a discussion session.

**Session 9: Wednesday, February 6, 2002**

**Topic:** Cost and Activity

**Read:** Review your H519 coverage of Activity-Based Costing (e.g., Ch. 5, "Activity-Based Costing and Activity-Based Management" in Horngren, et al., 10th edition)

**Case:** Destin Brass [S]

**Debate:** Team 3 for the affirmative (pro); Team 8 for the negative (con): RESOLVED that Micro Devices Division should use different capacity cost allocation methods in connection with transfer pricing than in bidding for new business.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 1, 2, & 4 should prepare a “pro” argument; each member of Teams 5, 6, & 7 should prepare a “con” argument.
(4) The debate will be followed by a discussion session.

Session 10: Monday, February 11, 2002

Topic:  Cost and Resource Capacity


Case:  Micro Devices Division [S]

Debate:  Team 5 for the affirmative (pro); Team 4 for the negative (con): RESOLVED that the cost of unused capacity cannot be meaningfully measured in terms of historical costs.

Everyone:  (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 6, 7, & 8 should prepare a “pro” argument; each member of Teams 1, 2, & 3 should prepare a “con” argument.
(4) The debate will be followed by a discussion session.

Session 11: Wednesday, February 13, 2002

Midterm Examination:  In-class, open-book, essay exam

Session 12: Monday, February 18, 2002

Topic:  Cost and Price

Read:  Review pricing decisions and related cost analysis. (e.g., Ch. 12, “Pricing Decisions and Cost Management” in Horngren, et al., 10th edition)

Case:  Allied Office Products (Case 7-1 in A&G); also see computational supplement to case in [S]

Everyone:  (1) Read the assigned case
(2) Prepare the calculations and answers to the questions at the end of the case.
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 5, 6, & 8 should prepare a “pro” argument; each member of Teams 1, 3, & 4 should prepare a “con” argument.
(4) The debate will be followed by a discussion session.
THE MANAGEMENT CONTROL PROCESS

Session 13: Wednesday, February 20, 2002

Topic: Financial Performance Reports

Read: "Analyzing Financial Performance Reports" (Ch. 9 in A&G)


Case: Solartronics (Case 9-2 in A&G)

Debate: Team 8 for the affirmative (pro); Team 1 for the negative (con): RESOLVED that traditional cost variance reports have lost their usefulness in contemporary planning and control systems.

Everyone: (1) Read the assigned materials.
(2) Prepare the homework and case.
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 5, 6, & 7 should prepare a "pro" argument; each member of Teams 2, 3, & 4 should prepare a "con" argument.
(4) The debate will be followed by a discussion session.

Session 14: Monday, February 25, 2002- Deadline for Rewritten of Paper

Topic: The Budget Process

Read: "Budget Preparation" (Ch. 8 in A&G)

Case: Boston Creamery, Inc. (Case 8-2 in A&G); also see supplementary diagram in [S]

Debate: Team 6 for the affirmative (pro); Team 3 for the negative (con): RESOLVED that Boston Creamery exemplifies good management control theory in action.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 1, 2, & 4 should prepare a "pro" argument; each member of Teams 5, 7, & 8 should prepare a "con" argument.
(4) The debate will be followed by a discussion session.

Session 15: Wednesday, February 27, 2002

Topic: Budgets and Behavior

Case: Sound Dynamics, Inc. (Case 8-1 in A&G)

Debate: *Team 4 for the affirmative (pro); Team 5 for the negative (con):* RESOLVED that authorized budget adjustments within the budget period contribute to the effectiveness of the control system.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 6, 7, & 8 should prepare a “pro” argument; each member of Teams 1, 2, & 3 should prepare a “con” argument.
(4) The debate will be followed by a discussion session.

Session 16: Monday, March 4, 2002

Topic: **Cost and the Value Chain**

Read: “Note on Value Chain Analysis for Use with DairyPak Case,” by John K Shank. [S]

Case: Dairy Pak (Case 7-3 in A&G)

Everyone: (1) Read the assigned chapter
(2) Study the case and prepare to discuss the questions at end of case.
(3) Diagram the value chain for DairyPak.

Debate: *Team 2 for the affirmative (pro); Team 7 for the negative (con):* RESOLVED that Dairy Pak Division should de-emphasize the commodity segment of the business and increase its emphasis on the differentiated processor segment.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 5, 6, & 8 should prepare a “pro” argument; each member of Teams 1, 3, & 4 should prepare a “con” argument.
(4) The debate will be followed by a discussion session.

Session 17: Wednesday, March 6, 2002

Topic: **Strategy and Control**

Read: “Strategic Planning” (Ch. 7 in A&G)

Case: Copley Manufacturing Company (Case 7-2 in A&G)

Debate: *Team 3 for the affirmative (pro); Team 6 for the negative (con):* RESOLVED that Mr. Tyler’s general philosophy of management control is essentially sound.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 1, 2, & 4 should prepare a "pro" argument; each member of Teams 5, 7, & 8 should prepare a "con" argument. (4) The debate will be followed by a discussion session.

Session 18: Monday, March 11, 2002

Topic: Performance Measurement

Read: (1) "Performance Measurement" (Ch. 10 in A&G)

Case: Analog Devices (Case 10-1 in A&G)

Debate: Team 5 for the affirmative (pro); Team 2 for the negative (con): RESOLVED that the implementation of the half-life concept by ADI was the right thing to do.

Everyone: (1) Read the assigned materials
(2) Prepare the case
(3) All members of the class who are not involved in the debate must prepare a one paragraph argument for or against the debate resolution. Each member of Teams 6, 7, & 8 should prepare a "pro" argument; each member of Teams 1, 3, & 4 should prepare a "con" argument.
(4) The debate will be followed by a discussion session.

Session 19: Wednesday, March 13, 2002

Topic: Ethical Conduct

View: "It's Up to You" (a video tape to be viewed before class)

All team listed below should come to class prepared to discuss the issues raised by the video tape. The following teams should prepare a brief presentation on the tape segment they are assigned in the following schedule:

TEAM 1: Segment 1 ("Ken Talbot")
TEAM 4: Segment 2 ("Tom Waterman")
TEAM 7: Segment 3 ("Anne Devereaux")
TEAM 8: Segment 4 ("Drew Isler")
TEAM x: Segment 5 ("Paul Tate")

In preparing your presentations, consider the following general questions: (1) What ethical principles and standards of conduct are at issue? (2) What are the responsibilities of the decision-maker? (3) What should the decision-maker do? (4) How could the situation have been avoided or handled better? You might assign each question to a different member of your team. The class will be conducted informally, so long formal presentations on the tape segments are not necessary. Just think about the questions in the context of the tape segment and be prepared to say a few words (no more than one minute). Each presentation will be followed by a question-and-answer session in which members of the class will address questions to the subteam.

TAKE-HOME FINAL EXAMINATION: Distributed on Wednesday, March 13, 2002; due on or before Tuesday, March 19, 2002 (before noon)