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Office Hours: Tuesday 2:00 – 4:00 and Thurs day 2:00 – 4:00

If these hours conflict with your classes, please contact me by email. Office hours during study week by appointment only. No office hours during finals week.

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### **Course Introduction and Objective**

This course focuses on in-depth study of balance sheet, income statement, and cash flow statement issued from the perspective of a user (not preparer) of corporate financial reports. The class materials will include problems and issues related to the collection and reporting of financial accounting information but at a different depth than classes whose students are accounting majors. Please note the important non technical accounting knowledge aspects of the course shown throughout this syllabus and particularly below in the section titled “Course Notes.”

### **Learning Objectives**

By the time students finish this course, they should be able to:

demonstrate an understanding of: the sources of accounting authority and guidance in the United States including the role of the Securities and Exchange Commission (SEC); the significant reliance of the SEC on partnership with the private sector through the Financial Accounting Standards Board (FASB) to develop standards reflected in Generally Accepted Accounting Principles (GAAP), by active participation in class discussion and completing quiz materials focusing on these matters.

demonstrate an understanding of: the role of auditors, the context of the Public Company Accounting Oversight Board (PCAOB) inspection reports of the auditing firms, the guidance from the FASB, the role of the Private Company Council, the guidance by the International Accounting Standards Board (IASB) as reflected in the International Financial Reporting Standards (IFRS), the progress on convergence of US GAAP and IFRS standards and general familiarity with the existence of GAAP / IFRS differences, by active participation in class discussion and completing quiz materials focusing on these matters.

demonstrate a general understanding of: the basic elements of the “accounting process”, basic accounting terminology, the concepts and techniques which underlie the preparation of the Income Statement, Balance Sheet, Statement of Cash Flows and Statement of Retained Earnings, by completing homework and quiz materials on these matters.

demonstrate an understanding of: the importance of accounting information for company and industry analysis, the types of financial ratios based on accounting data used in financial analysis, by completing homework and quiz materials on these matters.

demonstrate an understanding of the rules used to prepare and report the various underlying accounts which provide the information presented in the Income Statement, Balance Sheet, Statement of Cash Flows and Statement of Retained Earnings

demonstrate an understanding of how accounting information is used and relevant in: typical career working environments; relevance of accounting data to decisions by students on the choice of companies and industries to work in; assessing personal investment opportunities; and assessing personal positions on what governmental economic and social policies to support through in class discussion and homework.

recognize and discuss contemporary news on subjects such as national / regional budget crisis', example initial public offerings', municipal and state liabilities, and fraud, in the context of subjects included in the course, through class participation and also group project activities.

demonstrate basic and intermediate levels of Excel competency by completing quiz materials.

demonstrate an appreciation of the usefulness and limitations of accounting information, by participation in class discussion, completing homework and quiz materials.

demonstrate a limited depth understanding of financial analysis procedures depending on accounting data and how variances in accounting data may lead to questionable conclusions, by participation in class discussion.

The course will include review of most chapters of the Kieso text on Intermediate Accounting. For most class sessions, students will be assigned readings constituting a portion of a particular chapter of the text, and will be required to complete online homework questions related to the readings prior to the class lecture. A tentative schedule of the week by week activities and assignments for the class is included later in this document.

### **Required Materials**

- Either the three ring binder version, or online version of the Kieso, Weygandt Warfield "Intermediate Accounting" 15<sup>th</sup> edition.
- As described further below: Students must obtain access to Wileyplus, the online support system on which students will be required to complete the online homework assignment questions and where the results from those assignments will be tracked. **Please note: Unfortunately, purchase of a used text will still require that students separately purchase Wileyplus. The combined cost of a used text and WileyPlus may exceed the cost of either the ebook or new hardcopy versions. So, it may not make sense financially to buy a used text.**
- Students are required to access and perform Excel related learning and quiz assignments on the McGraw Hill Simnet site. Registration for this site is approximately \$30 and is done by each student individually using a credit card when entering the site at <https://usc.simnetonline.com>
- The course will require students to access typical financial news sources such as the Wall Street Journal or websites such as Yahoo finance each class day to become familiar with contemporaneous business news events involving accounting issues touched on by the course. Access to the online version of the Wall Street Journal would be helpful, though other sources may allow achieving a similar level of knowledge of important current financial news events.

For the sake of your career, you should have familiarity with contemporaneous business topics and events. You should subscribe to, or in some way have access to business sources such as the Wall Street Journal. In your career, you should make an effort to be prepared to provide cogent, thoughtful observations or answers in an interview or business setting. This course will push you to spend time and think about business news topics and your opinions on the issues with accounting and financial analysis providing a foundation for some of your assessments.

WileyPlus is a site where Wiley, the publisher of the Intermediate Accounting text authored by Kieso, provides a variety of content. Students need be familiar with the relevant content on WileyPlus and access it at frequent intervals during the course.

Generally, students will pay for access to Wileyplus through the acquisition of the text through the USC bookstore. Again, as noted above, if students have acquired the text used or elsewhere they will need to be certain that they also acquire access to Wileyplus. In the past, I have been told by students that they have found that the lowest cost option is purchase of the ebook which includes WileyPlus.

Students need learn the process of personal enrollment in Wileyplus system. WileyPlus “Help line” representatives can also facilitate this effort.

Blackboard is another important portal providing information related to the course. Most lecture slides will be available through your Blackboard account after the class is completed. Students very likely are familiar with Blackboard from prior study at USC. Self instruction related to Blackboard is available at <https://studentblackboardhelp.usc.edu/>

**Prerequisites:** As per the USC course catalogue, the prerequisites for this course are: (ACCT 410 or BUAD 281 or BUAD 285b or BUAD 286b or BUAD 305)

### **Course Notes:**

#### **Additional Course Objectives Tied to USC Marshall School of Business Strategic Plan: Critical Thinking, Knowledge of Current Business Events, Personal Brand**

The USC Marshall School of Business “Strategic Vision for Marshall” states: “.....The USC Marshall School of Business aims to be a leader in educating tomorrow’s global business leaders, creating knowledge of management and the business environment, and addressing critical problems facing business and society, both locally and across the world.”

Consistent the above, and enrollment in this class by students who are non accounting majors, this class seeks to advance critical thinking using accounting concepts in business and personal decisions based on a foundation of Accounting fundamentals knowledge.

Typical classes will include a segment focus on a specific accounting topic, and a segment considering accounting related contemporary business news, political news or career deliberations. If relevant current events occur, or should relevant guest speakers become available, changes to the course organization and format may occur.

While the definitions of critical thinking may vary, the underlying premise ties to the concept of the ability of an individual to assess situations and derive appropriate courses of action without specific detailed guidance. Lack of critical thinking is evident when the employee is excessively dependent on instruction, which may include the need for a “recipe” listing which defines exactly the steps required.

Critical thinking begins with the individual taking personal responsibility for addressing issues themselves, researching matters before simply turning to managers for instruction. An example of failure to use critical thinking would be someone who simply turns to others and says “I’ve encountered a problem, what should I do?”

A beginning level of critical thinking is represented by an individual who notes “ I’ve encountered a problem, have done some research, and found three alternative solutions that look potentially viable. Can I ask for your thoughts on this third alternative that I’m thinking of using?”

Advanced critical thinking involves use of a thoughtful “process” that could include the following: Uncovering and reassessing the definition of the problem, Selecting the actual and first priority problem worthy of being addressed, Creating multiple solutions, Choice of the solution(s) that has the potential to be the most effective, and Translating the solution(s) into an effective implementation plan “USCCT.”

Critical thinking ability affects your long term career potential. You may hear me observe during lectures that in my experience, jobs that require performance based simply on completing a “recipe” of steps are worth no more than \$20 per hour.

As a member of the USC community, you should be aspiring to progress to perform at a level conceptually 10 times more productive and effective than what is generated through compliance with or following simple “recipe” type activities. Compliance with guidelines and instructions is required. However, compliance alone, doing what is instructed, is insufficient to achieve outstanding levels of performance.

Some career paths tie to significant financial rewards while other career paths drive rewards and contributions of a non-financial nature. The commonality in either is that critical thinking is important to high performance.

Critical thinking is not the primary subject of this course. However, students will be asked and challenged to utilize critical thinking in the day to day classroom activities, in the case studies, and during possible office visits. During class interaction I will hope to provide a friendly, pre career environment, to accentuate comments and questions that are particularly strong and occasionally ask whether “critical thinking” could have been better used.

This syllabus provides significant guidance. However, other questions and concerns will arise during the semester, and students will be expected to think, evaluate, and seek solutions on their own, and through dialogue with fellow students, as a normal part of personal daily performance. Students are encouraged to think about questions before they ask them, just as the same thoughtful process is important in business.

You will be encouraged to challenge yourself to embrace familiarity with contemporary news events in which accounting related considerations are relevant, and for which there may be no clear appropriate answer. In those deliberations students should develop an understanding of the use of both accounting data based on generally accepted accounting principles (GAAP), and non GAAP accounting data. Recognizing the use of both types of data, and recognizing the differences between the two, may be important to reduce the “fog” of uncertainty present in deliberations relevant to virtually all decision making.

The elements above can be viewed in the context of the concept of “Personal Brand.” The impression an individual leaves of themselves has a tremendously important impact on their business success. The overall collection of impressions represents a “Personal Brand.” In this class students will be encouraged to think about how their personal brand is affected by their choices.

Statements and questions that are thoughtful and insightful increase the respect of those involved and increase personal brand. Similarly, knowledge of important current business events tends to engender respect and advances your personal brand. At the other extreme, students who spend time playing video games during class, while not generally seen by the professor, negatively affect their “personal brand” with other students ..... who are potential colleagues in business careers.

### **Format of Class: Efforts Intended to Capture and Retain Attention of Students in Class**

This is an elective class. As such, it makes sense for you to select to take it if, and only if, it is taught in a manner that you believe will be effective for you. With that in mind, the following is intended to provide insights on how the class is taught on a day to day basis and the reasons for choice of those approaches.

Feedback from students, as well as my own experience, indicate that it is difficult to learn if the lecture style is monotonous.

Efforts to focus on the retaining that attention of students is important. Viewed in a different way, no matter how important the topic, the ability to trigger learning is dependent upon "winning" the attention of class attendees repeatedly every 15 to 30 minutes.

In this class I may start some sessions with music, or a you tube clip. The format of lecture in the class involves frequent questions posed to students. Typically, I ask questions of all students at random without waiting for “hands to be raised.” In many instances my question may tie to a concept that has just been discussed in the prior few minutes or on a subject addressed on a slide then shown on the projector. In these instances, the question may be primarily intended to “connect” student’s attention to the lecture as opposed to weighty deliberation on a topic or question.

Failure to provide a cogent response to any particular question will not be viewed as poor performance. However, if a student displays a pattern of not recognizing what question is being asked of them, or exhibits a lack of

knowledge or lack of recognition of topical points made a few moments earlier in the lecture, that may be viewed as not actively participating in the class.

I may occasionally very loudly call out a phrase, walk among the desks or use other dramatics. You may hear me call out “Fight On” or “Let’s go Accounting.”

My objective is to first keep students awake and engaged in the class. I have sat in similar sessions myself and found it difficult to remain awake much less engaged. Many students have indicated that they feel that these approaches help them to maintain attention. That is my purpose in using them.

We will discuss current business news, and matters associated with governmental financial decisions for which there may be no one “correct” answer but in which accounting and financial analysis deliberations play a role.

Some students may not feel comfortable with being asked questions without raising their hands, may be uncomfortable with dramatic or loud commentary on my part, could dislike the music, or may have strong political views that make class discussion uncomfortable. My apologies are extended in advance to students who may have these sensitivities. I hope that providing the explanation of why the class approaches listed above are being used may ease the burden of discomfort that might otherwise be felt.

I am very interested in student’s success in their careers. This is an elective course for most students. If a student views the class approach as not effective for them, or inconsistent with thier learning objectives, then a different elective course may be a better choice for that particular person.

#### **Grading Summary:**

<b>Assignments</b>	<b>% of Grade</b>
Homework and quizzes	25%
Midterm Exam	25%
Final Exam	30%
Excel	5%
Team Project	5%
Professionalism and participation	10%
Total	100%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about 3.3 (i.e., B+). Three items are considered when assigning final grades:

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

#### **Undergraduate Program Learning Objectives**

Below are the five Undergraduate Student Learning Objective measures developed for the Undergraduate accounting program by the USC Leventhal faculty and the level each is covered in this course:

Objective 1-Technical Knowledge: Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions. Heavy

Objective 2-Research, Analysis and Critical Thinking: Students will demonstrate the ability to research, critically analyze, synthesize, and evaluate information including professional standards for decision making in the local, regional and global business environment. Light

Objective 3-Ethical Decision Making: Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making. Light

Objective 4-Communication: Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner. Light

Objective 5-Leadership, Collaboration and Professionalism: Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals. Moderate

## **ASSIGNMENTS AND GRADING DETAIL**

### **Readings and On Line Homework**

The class is organized based on the premise that student comprehension and retention of knowledge are best achieved when a four step process is used: 1) students allocate time in advance of lectures to read course materials, with online quizzes completed prior to the class related to the homework reading, 2) in class lecture and discussion, 3) access to class lecture slides on Blackboard by students after class, and 4) testing via the midterm and final exams.

A significant portion of the course grade ties to the homework. Students are expected to arrive at class having completed the reading, and also the reading related quiz, thus having a basic familiarity with the materials.

In past semesters, students have indicated that that they found that performing well on the homework assignments did not require an advanced level of knowledge. However, some other students undermined their final overall course grade by failing to perform homework reading quiz assignments or completing them late.

It is strongly recommended that students plan their schedules to complete the homework quizzes on a timely basis to do well in the course.

Course materials will be covered during class using a mixture of “traditional lecture” and “discussion with students” interaction format.

Consistent with the above premise and approach, the class will make use of the Wileyplus on line system which will define specific chapter pages to be read for most class sessions. There will be an online quiz via Wileyplus, for approximately 20 of the class sessions during the semester. The quiz must be completed online through the WILEYPLUS system, prior to beginning of the class session listed on the schedule.

Please be aware of the following provisions for use of WileyPlus over the semester: Recognizing that some students enroll late, students receive **no reduction in credit for late completion of the assignment required to be submitted at the beginning of the second, third and fourth classes**. The assignments will show as "late completion" in Wiley, but the scores reflected in the "Gradebook" section of the Wileyplus will show no reduction in grade. However, students should assume that beginning with materials due at the beginning of Class 5 quizzes will receive an automatic 50% reduction in credit, if submitted after the beginning of the class when due.

Students are expected to engage in ethical behavior and perform their own work. On line assignments have a risk of work being performed by other than the student themselves. It is important that students adopt ethical behavior now as a preparation for the need to maintain that standard of behavior in the career environment.

As an incentive to maintain ethical behavior, at the option of the professor, students who have completed successfully the on line homework quizzes, but who appear to lack knowledge the same homework material in class sessions, or who are habitually absent from class sessions, may be required to meet with the professor for a separate verbal or written evaluation of homework proficiency.

At professor option, the grade from the separate evaluation of proficiency may take the place of the online homework quiz. Students who fail to respond to the email notification from the professor and attend the separate evaluation of proficiency will receive no credit for the homework quizzes identified as being in question.

Early in the semester, while students gain familiarity with the online system, for the first homework, three chances will be allowed to choose a correct answer to a particular question. As the semester progresses, the online system will be changed to allow fewer chances to select the correct answer. It is possible that an online time limit to answer the questions may be added.

Doing well in the course is dependent upon recognizing the importance of doing the limited reading involving specific portions of the chapters assigned prior to the lecture, and completion of the related online quiz.

For most assignments, the online system provides students with multiple opportunities to resubmit correct answers to previously incorrect submissions. In addition, in many instances, the online system will direct a student to specific pages of the online text to help find the correct answer.

Some non Wiley homework may be assigned. If this occurs, students will be required to submit the non Wiley homework through the Blackboard system unless other instructions are provided.

At the option of the professor, one or two class mini quizzes may occur during the semester. For example, as shown in the course calendar included later in this syllabus, a possible quiz is identified in class 3 relating to the matters covered in this syllabus. The syllabus indicates that roughly in class 23 there may quiz related to subjects covered in recent three classes. The point here is that in your careers its important for you to know how you are being evaluated so that you can focus on those performance measures.

In order to have students focus on performance measures, knowledge of the syllabus in this course is a great example starting point. If you do not understand the syllabus, the likelihood of your ability to succeed in the course is greatly reduced. If these quizzes are given, the result will be reflected in the overall "homework" category for course grading. Similar to evaluations which may occur in the business setting, these mini quizzes may or may not occur and I generally will not be commenting on them further during lectures or in response to questions on them.

## **Midterm**

The midterm will emphasize material covered in lectures, discussions by guest speakers, homework assignments, and the assigned readings in the text. Generally, the midterm will be broken into three portions: 1) Multiple choice questions closely related to the material from the text readings and homework assignments with roughly 30% to 50% of the point value, 2) Questions where students will complete income statement, balance sheet, cash flow statement, journal entries or T account entries, with roughly 30% to 50% of the point value and 3) Other questions on topics such as current events, general lecture topics, guest speakers with roughly 20% to 30% of the point total, with the answer provided in either a computation, multiple choice or written answer format. The midterm should provide you with feedback on your progress through the semester to that point and provide insights on the format likely to be used in the final exam.

## **Final Exam**

The final exam will be similar in format to the midterm will emphasize material covered in lectures, discussions by guest speakers, homework assignments, and the assigned readings in the text. Similar to the midterm, the final will be broken into three portions as shown above and with similar point values by section.

The final exam will include all material covered in the course (i.e., cumulative). Roughly 20% of the final exam may be drawn from material prior to the Midterm, with 80% of the final exam drawn from material after the Midterm.

**Procedural Knowledge Objectives** This knowledge category involves skills which are important to effective use of accounting knowledge in typical career environments. First, students need to advance their acquisition of knowledge of Excel since, in the career environment, the majority of accounting related data, and analysis of accounting data, occurs

via Excel documents. Second, in many business career environments where accounting data plays a role, students need to be ready to participate effectively on teams where the communication occurs via conference calls or through online formats.

Overall, the Procedural Knowledge Objectives makes up 10% of the grade. Of this total the Excel “Basic” and “Intermediate” level skills will be 5%. The team project related grade will also be 5% of the final grade.

### Excel / Simnet

Students are required to access and perform Excel related learning and quiz assignments on the McGraw Hill Simnet site. Registration for this site is \$25 to \$30 and is done by each student individually using a credit card when entering the site at <https://usc.simnetonline.com>

Currently, in day to day business exchanges, Excel is arguably the primary “language of accounting.” This is not a course focusing specifically and primarily on Excel. However, we want to advance the awareness of students of the importance of Excel, provide examples of Excel features of significance, and provide students with a path for knowledge acquisition. As part of this process, the Simnet and class lectures will advance and test students acquisition of “basic and intermediate” Excel knowledge.

The specific Excel “functions” which have been identified by employers as included in the “Basic,” “Intermediate” and “Advanced” levels are included later in this syllabus. This course will touch primarily on skills in the Basic and Intermediate categories. Excel knowledge assessment will occur through an online examination which each student will be required to complete by a date in the last half of the semester.

### Team Project

The principle objective of the team project is advancement of team oriented skills simulated to occur in a career environment. A significant portion of the grade will depend on assessment of whether the presentation by the team members would be effective in a career setting. This requires you and your team members to utilize “critical thinking” as described earlier in this syllabus and consider what is needed as opposed to simply following a formula of instructions.

For the team project, assume that you and your team members are in a professional career environment providing a presentation to colleagues and your manager on contemporary business subject in which accounting plays an important role. To be effective, the team should plan on a good oral presentation, accompanied by presentation data that could be shared by email with attendees for their future reference. Those in the audience should be sufficiently informed to have a conversation about the topic following your team’s presentation.

Assume that your team members are often located in different cities and who will gather in a single location on the day of the presentation where you all will be physically present. Online collaborative may include the categories of “netmeetings”, “shared team real time document development”, use of “Dropbox” for collective editing of a single document” and conference call meetings. Examples: GoogleDocs or similar Microsoft products. Also consider use of the one month free access to GoToMeeting.com . Skype is considered by some to be a good device for something similar to a visual conference call, but may not allow the same utility relative to joint creation of collaborative documents ready for use.

While the following few paragraphs provide some guidance on the team project, it is the responsibility of your team collectively to make decisions on content, format etc consistent with the general theme. Consider what would be effective and appropriate in a career setting, .... think, think, think and deliver.

Since the assumption is that the team members are in different cities, some of your team meetings should not occur in a face to face arrangement. Just as the career environment requires effective use of non face to face interaction, some team meetings should occur through conference calls, and through use of internet based collaboration tools, is encouraged. To be effective in the career environment, presenters need to use creativity to increase the interest and entertainment level while still getting the primary points across:



During the first few classes I will ask students about what they have found interesting in recent financial news accounts. From those discussions or through your team deliberations your team should consider potential topics of relevance. Teams will choose topics subject to professor approval.

On the date of the team presentation, the teams will submit a Word version, 3 page double-spaced paper and a Powerpoint document with the presentation being used. In addition to the topic of the technical matter, the write up provide a brief one or two paragraph summary including: How was information shared among team members? How many meetings occurred, how many attendees participated in each meeting, and what medium was used for communication or meetings?

The oral presentation should consider: how to both retain attention and be effective in communication utilizing an entertaining manner; why the topic is an area of interest or importance; identify why accounting plays a role in the topic; offer insights on various perspectives if they exist; and present team conclusions.

The presentation should be 5 to 8 minutes in length. Every team member must participate in the oral presentation and each should be familiar with the content of the other speakers. Each team member is obligated, to use their role as a team member, to assure that data presented and statements made by other team members are not factually incorrect. For example, while opinions may vary, a statement incorrectly identifying a revenue figure as net income would be factually incorrect.

Typically team sizes are 4 to 7 members. Prior to the fourth class a posting on Blackboard will identify the assignment of each student to one of the teams. Prior to the fifth class, if there is a very good reason for reassignment, students may contact me by email with a request for movement to a different team.

Some organizational tips: Your first responsibility as a team is to get together, exchange contact email addresses and / or phone numbers, and to discuss tentative plans for the timing, location or mode of communication that your team will use.

Generally, a well run efficient team should be able to complete the joint meetings involving four or fewer sessions, hopefully of 60 minutes or less.

On the day of the seventh class session, each team will make a brief presentation identifying two topics, why they think they are good to focus on in this course. One of the topics should be listed as "first preference" and the other as "second preference." In most instances I will agree to assignment from one of the two topics suggested by the team as their team final identified presentation topic.

The team should include introduction of each person, identifying how they have organized their team, providing insights on how they have established a plan for meetings and. Should two or more teams choose the same topic or news item, the professor will identify the final topic assignment by team.

Also on the day of the seventh class session, the teams will choose dates "from a hat" to define when they will be making their presentations.

Final team presentations: The first of the team presentations will be set to occur in roughly week 9 with others in subsequent weeks. Prior to the class of their particular team presentation, that team is required to provide Word and Powerpoint files, of the "report", and the presentation slides for the team, sent to me by email. Please note files in formats other than Word or Powerpoint are not to be submitted.

In the career environment the naming of electronic documents is key to both your keeping track of materials, and helping recipients keep track of what they have been provided with. In this course, please "name" the files being sent to me to include the class number "415" your number "Team x" and descriptive verbiage "AT&T Cell" and either "write up" or "slides" This will help me keep the submissions organized. I will be teaching a number of different courses and in some instances multiple sections of the same course. Accordingly, in the subject line of your email message please identify the course number, time of class meeting, your team number and your team topic (Example: ACCT 415, 10 am section, Team 6, Revenue Recognition related fraud at Homestore.com).

Suggestion: very early in the presentation indicate the "conclusions" or "take aways" you would like the audience to remember. Identify why the topic is important or relevant. Toward the beginning include a statement of how the presentation is organized.

Some ideas on what may not be effective in a career environment: Teams addressing subjects of little importance or relevance, whose team members are looking off into space or into their iPhones during fellow team members portions of the presentations, talking in a monotonous tone, employing a confusing format, slides that are unreadable by the audience, with some team members incorrectly stating facts, dressed as though just coming from or to a workout at the gym, or looking like they are have just rolled out of bed. These would seem to be apparent weaknesses easy to plan around and avoid. However, each has been evident in a number of past team presentations.

Similar to the grading for the overall course, as explained in other parts of this syllabus, team grades for this assignment are based both upon the performance of the team itself and performance relative to other teams. Generally, team scores are likely to be grouped in three strata reflecting a grade of between 90% to 100% for strata 1; 80% to 90% for strata 2; 70% to 80% for strata 3. The individual student grades will depend upon insights from both the team grade and also the feedback from fellow team members as described below.

The essence of accounting involves gathering data in a meaningful format to allow effective and appropriate decisions.

If you have a team member who fails to join in for conference call meetings, or who has not read the assignment, or is not prepared to contribute actively in the call, .....it would be unlikely that a top rating of 5 would provide them with appropriate feedback. If you are rating all of your team members 5 in all categories, and those team members are habitually absent from class, similar to a business setting, you may be called upon to comment on how that rating is truly reflective of what has gone on with the team efforts. All students are required to submit feedback via the forms

An evaluation form is be completed and submitted by each individual following the date of the team presentation. Please follow the instructions for submission of the form which will likely occur either through a link to a website or through Blackboard. Students should not evaluate their own performance but their name will be included on the form. The format of the questions and submissions may be something along the following lines:

<b>Rating: 1 to 5: 5 reflects outstanding performance and 1 reflecting very poor performance</b>					
Team Members name	Your name:	John Peters	Mary Socal	Jung Cheng	Evan Ivan
Attendance at team meetings, Quality of materials contributed, Overall evaluation of the contribution of this individual to the team efforts					

### **Participation, Professionalism, Guest Speakers .**

Participation is key to success in one's career. That concept and premise is reflected in the approach to participation used in this course. Thoughts on "Participation" begin with the subject of attendance. Conceptually, a pattern of absence from class, a pattern of lateness, or lack of participation and/or inattention will adversely affect your grade in the same way that such behavior would adversely affect your performance evaluations in a career setting.

Name "Tents," that is, folded sheets showing individual student names, will be used for all class sessions. These will facilitate my ability to call on students by name and assess participation, and should advance the ability of students to get to know one another. Students should keep the name tent in a visible location in front of them, so that I, and other students, can facilitate participation.

The name tents are also used to record attendance, and they must be returned to me at the end of each class. I will bring tents back to the next class for your use again. It is each student's responsibility to take their name tent at the beginning of class and to return it at the end of class.

Please be thoughtful and recognize the process associated with use of name tents. Students should not pick up the name tents for others at the beginning of class, nor return others name tents at the end of class as these are being used to take roll. Student failure to obtain their name tent at the beginning of class, or to return the tent at the end of class, may result in their being marked absent.

If you are absent six or more times prior to the last day to withdraw from a course with a grade of "W", you may assume that my view will be that you should withdraw from the course. Commitment to attendance tends to maintain professionalism and ensure a system that is fair to all students.

In each circumstance that you need to be absent, you are expected to send an e-mail message to the professor prior to the start of class. No reason is needed, just notification. This is the minimum standard of "notification" that you can expect to encounter in your business career. Failure to notify me by email may be viewed as unprofessional behavior. Failure to notify by email that you will miss "our meeting / class" will result in 2 "absence points" to be recorded. Proper notification will result in one absence point.

Keep in mind that an e-mail in advance of class does not "excuse" your absence – similar to the career setting, it simply shows that you are taking an appropriate professional stance and responsibility for choosing to do something else during class time. More than two absences may begin to impact your performance. Multiple absences, even when accompanied by conscientious notification, may be unacceptable in your business careers and may be viewed similarly in this class.

If you miss a class session, you still need to come to the next class fully prepared. You may have access to PowerPoint slides from the class if the nature of what has been covered has caused me to post them on Blackboard. Please contact a classmate before the next class meeting. Ask them for announcements, lecture notes, readings, assignments, etc. If you discussed the missed class session, and you still feel you need further clarification or interpretation of the material covered, I will be glad to help. Please do not send an e-mail asking me to tell you what you missed in class. Instead, check with your teammates, check for class recordings, and use "critical thinking." Of course, if a major illness or emergency arises, I will work with you to consider the possibility of an accommodation related to the situation.

Generally, I typically request that the technology group record all class lectures and many of the class lectures actually are available and may be helpful for those who miss a class. Students should be aware that the recordings are occurring and that all comments made may end up being included. It's worthy of note that I have found that some classes end up not recorded even though I have sought to have that occur.

Those enrolling in the class late and missing either one or two classes need to be aware that they are starting the class with either one or two absence points respectively.

On a personal basis, you should feel free to stop by during office hours to meet and discuss things with me. I want each student to succeed both in the course and in their career. Let me know if I can offer some thoughts that will be helpful.

Email is perhaps the predominant form of communication in business and feel free to reach out to me. **thomasry@marshall.usc.edu** is my email address. Generally, similar to a business setting, I will hope to respond to emails within 1 business day. Again, I have multiple courses and sessions within courses so please include in the subject line the course name and section (Example in Subject line: ACCT 415, 10 am section, )

Participation also involves being actively engaged in class. In an earlier section of the syllabus I've noted that class sessions will be conducted in a manner where I interweave questions to individual students with lecture on the material and what is expected of students.

As noted earlier in the syllabus one of the objectives of the class involves tying the subject of accounting to students' prospective career paths. To facilitate meeting that objective and to advance students deliberation on this connection we will be discussing contemporaneous news events involving accounting as a regular part of many classes.

Regular daily reading of online or hard copy finance oriented sites, such as the Wall Street Journal, for not less than 10 minutes, is expected of each student for each class. Classes may include inquiry of students, chosen at random, seeking insights about current events potentially relevant to the class. Outside readings by students provide a foundation of knowledge of current events, and the resulting ability to participate in class participation dialogue, is an important part of the learning process for this course material as well as preparation for career interviews.

**Guest Co-Lecturers, Speakers:** Through the use of guest speakers, we will seek to provide a bridge between the subject areas in the course .... and use in a business context. The guest lecturers and I generally will advance the “bridge effort” by co-lecturing on the topics.

Guest speakers may include background or experience in areas such as: Analysis of Acquisitions, Venture Capital, Banking, Regulation and Rule making for the Accounting Industry, Treatment of Intangible Assets, Auditing, Valuation for Financial statement purposes.

Availability of guest speakers on specific dates may cause changes to the timing of subjects covered in the course as compared to the dates shown in the syllabus. It is not unlikely that examination questions will include questions related to the guest speakers observations.

The participation portion of the grade can be impacted by the quality of, and active involvement with the guest speakers.

**Fellow Students in Course and the USC Family:** The experience as part of the Marshall School of Business is not simply learning about facts, procedures and analysis. You are expected to get to know your fellow students in the class. Many students will have travelled thousands of miles to attend USC and this class with you. From a purely self centered, hardnosed economic perspective, it is not unlikely that your future careers could be positively impacted by that fact that one or more of the students in this course may be in positions of great authority and responsibility 20 years from now.

## **MARSHALL GUIDELINES**

### **Add/Drop Process**

In compliance with USC and Marshall’s policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you don’t attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two session and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor. For further details see the USC course catalogue for the current semester at [www.usc.edu](http://www.usc.edu).

If you have failed to attend six or more classes prior to the last day to withdraw from a course with a grade of “W”, I recommend that you withdraw by that date. Those enrolling in the class late, and missing either one or two classes need to be aware that they are starting the class with either one or two classes that they have not attended to begin, see other comments in the syllabus related to absences.

### **Marshall Grading Guidelines and Retention of Graded Coursework**

Course Grading Policy: Marshall’s target mean GPA is 3.0 for required classes and 3.3 for electives. The mean target for graduate classes is 3.3. Assignment/Exam Grading Policy: the instructor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the instructor’s evaluation of the performance of each individual student is the final basis for assigning grades for the course. Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student; i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine.

### **Technology Policy**

One objective of the technology policy in this course is to aid in your selection of personal technology usage patterns that will be effective in your chosen career after departure from USC. In your career, effective choices involve the

application of “timing and level” of technology usage. Similar to the “public” classroom setting, your use of technology in public areas in your career may impact your “personal brand / business reputation.” Finally, your technology usage in work and scholastic settings may impact the effectiveness of those around you.

In your future career environment you will likely experience significant demands on your time and attention. In many environments it is not unusual to receive 60 or more business emails per day, 20 or more business voicemails, and large volumes of business associated text type messages. To be effective, an individual must strike a balance between remaining connected to these messages, while concurrently remaining focused on tasks, analysis, meetings, phone calls, worthy of and requiring devoted attention.

The balance goes beyond the pressures of business related communications. Typically, each person may embrace other areas of interest that translate into technology based demands on time and focus. Examples in this area include diverse areas such as: monitoring the stock market, “fantasy” sports leagues, online shopping, enrolling in classes, paying bills online, Facebook updates, video games, job searches, news updates and more.

Employers and employees face the challenge of seeking a balance recognizing that occasional use of business time for personal matters is to be expected, ..... and that excessive, or subject inappropriate, or usage that adversely impacts the productivity of others, is not acceptable.

To be effective in your future careers you will need to be able to “tactfully” “balance” the challenge of “remaining connected” to technology, while also devoting high quality focus and attention to matters you are handling via meetings, phone calls and analysis through the day.

Consistent with this general background, I permit students to use laptops, and other devices, including Internet access during lectures. No such devices will be allowed during examinations. Each student is expected to utilize this freedom in a manner that is compatible with the concepts above and consistent with a future career environment.

If an individual appears to be failing to meet the balance described above, I may take that into account in grading in the area of professionalism. Also, I may eliminate the privilege of technology access. Other actions that I may take could include actions such as an “assigned seat” in the class to better advance both that student, and other nearby student’s learning experience, or other actions.

While this matter involves judgment on my part and the student’s part, the following insights may be relevant in defining some general boundaries.

Unacceptable actions during class at any time: playing video games; shopping online; searching through social media for more than a minute or two intermittently.

Acceptable actions: Very occasional checking of texts and / or emails in a discrete manner and very brief limited replies i.e. perhaps twice in a two hour class. Loading the PowerPoint or Word documents tied to class presentations and taking notes on your computer during class is an excellent use of technology. Occasional searching of the internet for content relevant to that day’s lecture is acceptable and may add value for all in the course. Discrete occasional course related communication with fellow team members for planning of assignments is acceptable.

If the procedures above do not appear to best advance an appropriate classroom environment, the optional Marshall School policy extensively limiting Laptop and Internet usage during class may be instituted either individually or for the class as a whole.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in STU 301

and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability).

### **No recording and copyright notice.**

No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me. Many of my class lectures are recorded and I will send students a message via Blackboard identifying a link they can use to access the bank of recorded classes.

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

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

### **EMERGENCY INFORMATION**

USC Emergencies: 213-740-4321

USC Public Safety—Non Emergencies: 213-740-6000

USC Emergency Information Line 740-9233

USC Information Line 740-2311

KUSC Radio 91.5

### **Evaluation of Your Work**

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will seek to make my expectations for the various assignments clear and to have the evaluation occur on a fair and objective basis. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a email memo in which you request that I re-evaluate the assignment. Explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Students are encouraged to stay current on gathering insights from the results of their graded materials. Discussion and review of the content of quizzes and exams as well as individual student responses on quizzes and exams will close two weeks after the date of grade posting for graded material. For example, review of individual student midterm exam content and grading will not be allowed in the period proximate to the final exam. In addition, grades for assignments and exams will be considered final if no email request for a change has been received by me within the two week time period after grade posting.

### **Statement on Academic Integrity, Academic Conduct and Support Systems**

Students enrolled in any class offered by the Leventhal School of Accounting are expected to uphold and adhere to the standards of academic integrity established by the Leventhal School of Accounting Student Honor Code. Students are responsible for obtaining, reading, and understanding the Honor Code System handbook. Students who are found to have violated the Code will be subject to disciplinary action as described in the handbook. For more specific information, please refer to the Student Honor Code System handbook, available in class or from the receptionist in ACC 101.

## Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

## Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

**This Course Requires that Students Demonstrate the “Basic Topic” and “Intermediate Topic” Excel Skills shown on the list below through the Simnet Excel program reviewed above. For informational purposes, the listing below also includes the “Advanced Topics” Excel skills which are not a requirement of this course but are generally identified as being important by employers considering hire of Graduating Seniors**

### **Basic Topics**

- Basics
- Using Absolute and Relative addressing
- Basic formulas
- Simple functions, Linking Formulas
- Absolute Addressing
- Present Value (PV)
- Internal Rate of Return (IRR) – Excel Formula
- NPV – Excel Formula
- Cell Protection
- Cell Formatting
- Cell Management
- Label and Ranges

### **Intermediate topics**

- Importing Data
- SUM and IF Functions
- Working with Dates
- Array Formulas
- Statistical Functions
- Cell Formatting
- Count Functions
- Sorting and Auto Filter
- Charts using Excel.

**Advanced topics: Note that these are Excel skills which are not a requirement of this course but are generally identified as being important by employers considering hire of Graduating Seniors**

- AutoFilter and Advanced Filter
- Consolidating Worksheets, Grouping Worksheets
- VLookup
- Nesting Functions
- Pivot Table
- Range Name and Database in Excel
- Subtotal
- Micro charts (Excel Add-on)
- Statistical Tool – Regression Analysis



## **LEVENTHAL SCHOOL OF ACCOUNTING GRADING AND ACADEMIC GUIDELINES FOR ACCT 410x and 415x STUDENTS**

The Leventhal School of Accounting adheres strictly to the grading standards of the University and the Marshall School of Business. Additionally, the Leventhal School of Accounting has supplemented those guidelines with certain others. For students' convenience, and to prevent misunderstanding, these additional guidelines are summarized below.

### **GRADING GUIDELINES**

The following grades are used: A - excellent; B - good; C - fair; D - minimum passing; F - failure. The grade of F is awarded for failing work at the end of the semester. The assignment of minuses and pluses when earned is required.

The grade of W (Withdraw) is assigned if the student officially withdraws after the third week but before the end of the twelfth week of the semester. No withdrawals will be permitted after the end of the twelfth week except by student petition to the University's Committee on Academic Policies and Procedures.

Students may elect to audit courses during the first three weeks of the semester. A course taken for audit (V) will be assessed at the current tuition rate. A course taken for audit (V) will not receive credit and will not appear on the USC transcript or grade report. Under no circumstances will the University allow a change in the registration status of a course from letter grade or credit to audit (V) or vice versa after the third week of a given semester.

The grade of IN (Incomplete, i.e., work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester) is reserved for those highly unusual cases where, due to circumstances judged fit by the Dean of the Leventhal School of Accounting, the student is unable to complete a specified single item of the course requirements by the time final grades are submitted.

IN grades can be removed only by the student completing the missing requirements of the course to the satisfaction of the instructor.

One calendar year is allowed to complete an IN. If the IN is not completed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and will be calculated into the grade point average as 0 points. It is not possible to remove an incomplete by re-registering for the course.

## OTHER ACADEMIC GUIDELINES

1. The ability of students to write clearly and concisely is a necessary prerequisite to success in accounting work. Accordingly, students will be required to demonstrate writing capability in all accounting courses. This may be accomplished primarily through the inclusion of essay-type questions on course examinations.
2. No unregistered students are permitted to attend accounting classes regularly.

### **Amended Important Dates: Fall 2015**

Last Day to Register/Add without Late Fee	Friday, August 21
First Day of Class, Regular Session and Session 431	Monday, August 24
Labor Day, University Holiday	Monday, September 7
Last Day to Add or Drop without a "W" (Regular Session)	Friday, September 11
<b>Evening Football Game (vs Washington)</b>	<b>Thursday, October 8</b>
Last Day to change enrollment from P/NP to Letter grade (Regular Session)	Friday, October 9
Last Day to Drop with a "W", Regular Session Courses	Friday, November 13
Thanksgiving Break	Wednesday-Friday, November 25-27
Last Class Meeting	Friday, December 4
Final Examinations	December 9 – December 16

<b>ACC 415</b>		<b>Daily activities, Tasks, Readings, Due Dates:</b>	<b>Draft date for Guest Speakers &amp; Other Key Dates</b>
		<b>Note: Each week where the lecture covers a Chapter from the Wiley / Kieso text, there will be an assignment in Wileyplus including online questions which students are to complete before the beginning of the class covering that chapter's lecture</b>	
Monday, August 24, 2015	Week 1	Course Organization, Syllabus, Use of Wiley Plus. What students need to do to succeed in this course	
Wednesday, August 26, 2015		Chapter 1 Environment that has influenced both the development and use of the financial accounting process. The chapter traces the development of financial accounting standards, focusing on the groups that have had or currently have the responsibility for developing such standards. Certain groups other than those with direct responsibility for developing financial accounting standards have significantly influenced the standard-setting process. These various pressure groups are also discussed in Chapter 1.	
Monday, August 31, 2015	Week 2	Chapter 2 Conceptual framework for financial reporting. The conceptual framework is composed of a basic objective, fundamental concepts, and recognition, measurement, and disclosure concepts. Each of these topics is discussed in Chapter 2 and should enhance your understanding of the topics covered in intermediate accounting. Possible brief in class 10 question quiz focusing on knowledge of the syllabus and plans for the course.	
Wednesday, September 2, 2015		Prior to Class 4, Professor will post the team assignments on Blackboard. Chapter 3 Review of the accounting process. The basic elements of the accounting process are identified and explained, and the way in which these elements are combined in completing the accounting cycle is described. The basic terminology includes: event, transaction, account, real accounts, nominal accounts, ledger, journal, posting, trial balance, adjusting entries, financial statements, and closing entries.	
Monday, September 7, 2015	Week 3	<b>Labor Day, university holiday</b>	<b>University holiday</b>

Wednesday, September 9, 2015		Finalization of team memberships for team projects. Chapter 4 Concepts and techniques underlie the preparation of the "Income Statement and Retained Earnings Statement" and the reporting of other comprehensive income. The requirements for adequate presentation of reported net income are described and illustrated throughout the chapter. <b>Students required to complete enrollment in the Simnet Excel online course by this date and complete the 1 question "trial /example" quiz online</b>	
Monday, September 14, 2015	Week 4	Chapter 5 Concepts and techniques underlie the preparation and analysis of the "Balance sheet." A brief introduction to the statement of cash flows is also presented.	
Wednesday, September 16, 2015		Lecture on Excel. Also: Verbal presentation from each of the six teams on the initial plans for the team project. Teams are to submit their preferred topics for presentations and I will make the final topic assignments. Teams will choose dates "from a hat" to determine when their team will be presenting to the class. Possible guest speaker, co-lecturer Wayne Wilmeth USC Marshall, Manager of Training and Documentation	Wayne Wilmeth, USC Marshall Manager of Training and Documentation.
Monday, September 21, 2015	Week 5	Chapter 6 Essentials of compound interest, annuities and present value. These techniques are being used in many areas of financial reporting where the relative values of cash inflows and outflows are measured and analyzed. The material presented in Chapter 6 will provide a sufficient background for application of these techniques to topics presented in subsequent chapters. may be applied are: (a) notes receivable and payable, (b) leases, (c) pensions, (d) long-term assets, (e) sinking funds, (f) business combinations, (g) disclosures, and (h) installment contracts. Primary guest speaker, co-lecturer has a conflict on availability. Use of Excel in fair value analysis	
Wednesday, September 23, 2015		Chapter 7: Cash and Receivables: Cash is the most liquid asset held by a company and possesses unique problems in its management and control. Receivables are composed of both accounts and notes receivables. Chapter coverage of accounts receivable places emphasis on trade receivables. In covering notes receivables, the chapter includes both short-term and long-term notes.	

Monday, September 28, 2015	Week 6	Use of Accounting data in the context of Investment valuation: Present Value of Cash Flows based upon historic financial statement data, Industry and Company Analysis: Materials Outside of Wiley. Possible guest speaker, co-lecturer	Paul Ouyang, Entrepreneur, ex JP Morgan, MP3 Exec VP, Internships.com: Investment banking: Accounting and Business Profile characteristics impacting investment decisions
Wednesday, September 30, 2015		Chap 8: Inventory: This account often represents one of the most significant assets held by the enterprise. Inventories are also significant because of their impact on both the balance sheet and the income statement. Chapter 8 initiates the discussion of the basic issues involved in recording, classifying, and valuing items classified as inventory.	
Monday, October 5, 2015	Week 7	Chapter 12 Issues related to intangible assets and possible guest speaker, co-lecturer, Valuation of Intangible Assets and Impairment Testing Possible guest speaker, co-lecturer	Ray Rath, CFA, ASA Senior Managing Director, Globalview Advisors, ex PwC Director
Wednesday, October 7, 2015		<b>Midterm Examination</b>	<b>Midterm Examination</b>
Monday, October 12, 2015	Week 8	Exam Debrief. Chapter 9 unique inventory valuation problems. Possible guest speaker, co-lecturer	Larry Scherzer, Scherzer International: Economic and Industry dynamics impacting accounting and financial analysis
Wednesday, October 14, 2015		Chapter 13 Current Liabilities nature and measurement. Attention is focused on the mechanics involved in recording current liabilities and financial statement disclosure requirements. Also included is a discussion concerning the identification and reporting of contingent liabilities.	
Monday, October 19, 2015	Week 9	Chapter 18 Recognition of revenue by a business organization. Although general rules and guidelines exist, the significant variety of marketing methods for products and services make it difficult to apply the rules consistently in all situations. Chapter 18 is devoted to a discussion and illustration of revenue transactions that result from the sale of products and the rendering of services. Throughout the discussion, attention is focused on the theory behind the accounting methods used to recognize revenue. Possible guest speaker, co-lecturer	Christian Jester PricewaterhouseCoopers PwC lead technology audit partner for Southern California, re Revenue Recognitio, PCAOB insights, proposal, and Accounting fraud

Wednesday, October 21, 2015		Possible Class via Internet "GotoMeeting.com" technology or alternative non face to face technology: <b>this class session may lead by video conference.</b> Chapter 16 Accounting for dilutive securities at date of issuance and at time of conversion. Also, the impact of the computation of earnings per share is presented. The significance attached to the earnings per share figure by stock-holders and potential investors has caused the accounting profession to direct a great deal of attention to the calculation and presentation of earnings per share.	
Monday, October 26, 2015		Chapter 15 Stockholders' equity section of the corporate form of business organization. Stockholders' equity represents the amount that was contributed by the shareholders and the portion that was earned and retained by the enterprise. There is a definite distinction between liabilities and stockholders' equity that must be understood if one is to effectively grasp the accounting treatment for equity issues.	
Wednesday, October 28, 2015		<b>First Team Presentation</b> and Chapter 14 presents a discussion of the issues related to long-term liabilities. Long-term debt consists of probable future sacrifices of economic benefits. These sacrifices are payable in the future, normally beyond one year or operating cycle, whichever is longer. Coverage in this chapter includes bonds payable, long-term notes payable, mortgage notes payable, and issues related to extinguishment of debt. The accounting and disclosure issues related to long-term liabilities include a great deal of detail due to the potentially complicated nature of debt instrument	
Monday, November 2, 2015	Week 10	<b>Second Team Presentation:</b> Chapter 10 Property, plant, and equipment; and the accounting methods used to retire or dispose of these costs. These assets, also referred to as fixed assets, are of a durable nature and include land, building structures, and equipment.	
Wednesday, November 4, 2015		<b>Third Team Presentation.</b> Chapter 11 Accounting and recording of depreciation and depletion and the methods of writing off the cost of tangible assets and natural resources. Depreciation refers to a cost allocation of tangible plant assets. Depletion is the term used to describe the cost allocation related to natural resources such as timber, oil, or coal. Amortization is the term used to describe the expiration of intangible assets. In addition to a thorough discussion of the accounting problems involved, the chapter presents a detailed analysis and explanation of the various depreciation and write off methods used in practice.	

Monday, November 9, 2015	Week 11	<b>Fourth Team Presentation</b> Part II. Dilutive Securities, Venture Capital and Stock Options as Compensation	Glen Kernick is a Managing Director and the Silicon Valley office practice leader. He is also the firm's global technology industry leader and part of the Financial Reporting practice. Glen has more than 17 years of experience in financial analysis and valuation for technology clients.
Wednesday, November 11, 2015		<b>Fifth Team Presentation,</b> Also Chapter 21 Leasing Part 1: substantial portions of the property and equipment they use in their business organization as an alternative to ownership. Because leasing provides some financial, operating, and risk advantages over ownership, it has become the fastest growing form of capital investment. This increased significance of lease arrangements in recent years has intensified the need for uniform accounting and complete informative reporting of leasing transactions. Per earlier mention in the syllabus, possible brief in class quiz related to subjects covered in the last three classes.	
Monday, November 16, 2015	Week 12	<b>Sixth team presentation:</b> Chapter 19 Accounting for income taxes. Taxable income is computed in accordance with prescribed tax regulations and rules, whereas accounting income is measured in accordance with generally accepted accounting principles. Due to the fact that tax regulations and generally accepted accounting principles differ in many ways, taxable income and financial income frequently differ. The following represent examples of events that can result in such differences: (a) depreciation computed on a straight-line basis for financial reporting purposes and on an accelerated basis for tax purposes, (b) income recognized on the accrual basis for financial reporting purposes and on the installment basis for tax purposes, and (c) warranty costs recognized in the period incurred for financial reporting purposes and when they are paid for tax purposes. A deferred tax liability is the amount of deferred tax consequence attributable to the temporary differences that will result in net taxable amounts in future years. Also discussion of deferred tax assets. <b>This is the due date for completion of the Simnet Excel online exam for ACCT 415.</b> Possible guest / co-lecturer	<b>This is the due date for completion of the Simnet Excel online exam for ACCT 415.</b>

Wednesday, November 18, 2015		<b>Seventh team presentation</b> Second of two lectures re Investment valuation, first lecture much earlier in semester: Present Value of Cash Flows based upon historic financial statement data, Industry and Company Analysis: Use of financial statement data in the context of Business Enterprise Valuation	
Monday, November 23, 2015	Week 13	<b>Eighth team presentation:</b> Class discussion and in class research related to recent current events as reported in the WSJ in which accounting based financial analysis provides important insights. Possible guest lecturer	Massoud Entekhabi Chief Operating Officer & CFO of Prime Focus World N.V. a Hollywood California based world leader in offering visual effects and 3D Conversion ; Founder, Zenith Equity Partners, Ex PwC lead audit partner: Accounting issues with use of complex financial instruments to finance start up companies
Wednesday, November 25, 2015		Thanksgiving Holiday Break 11/25 to 11/28	
Thursday, November 26, 2015		Thanksgiving Holiday Break 11/25 to 11/28	
Monday, November 30, 2015	Week 14	Chapter 20 Cost of pension plans. Accounting for pension costs is somewhat complicated because of the variety of social concepts, legal considerations, actuarial techniques, income tax regulations, and varying business philosophies that affect the development and maintenance of pension plans. This chapter relates these issues to the recommended accounting treatment for the costs associated with a pension plan.	
Wednesday, December 2, 2015		Chapter 24 Financial statement disclosure. Accountants and business executives are fully aware of the importance of full disclosure when presenting financial statements. However, determining what constitutes full disclosure in financial reporting is not an easy task. Thus, the purpose of this chapter is to review present disclosure requirements and gain insight into future trends in this area. Appendix 24A presents basic financial statement analysis. Discussion of plans for the final exam	
Friday, December 4, 2015		Classes End	
Monday, December 7, 2015	Week 15	<b>Study Days – Saturday, December 5 – Tuesday, December 8</b>	
Tuesday, December 8, 2015		<b>Study Days – Saturday, December 5 – Tuesday, December 8</b>	



Wednesday, December 9, 2015		<b>Dec. 9-16 Final Exams</b>	
Friday, December 11, 2015		<b>ACCT 415: Per USC: final exam</b> for Class meeting at 2 or 2:30 MWF will be on <b>Friday, December 11</b> <b>2pm to 4pm</b>	