

BUAD 281 – Introduction to Managerial Accounting

Course Syllabus

Spring Semester 2019

Location: – ACCT 201

Class Sessions – Tu & Th 9:30 am to 10:50 am (Sec # 14527R)

– Tu & Th 11:00 am to 12:20 pm (Sec # 14528R)

Professor: Rose Layton

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Office Hours: Mondays 2:00-3:00 pm; Tuesdays 12:30-2:30 pm;
and by appointment

Course Description

This is an introduction to managerial accounting course for undergraduate students whose majors require: understanding the impacts management choices have on organizations; knowledge of basic management accounting tools, techniques and best practices; and the ability to leverage the variety of information the accounting discipline provides managers and organizational decision makers. The primary focus of the course is the development, presentation and understanding of accounting information useful to a variety of stakeholders when analyzing results and supporting decisions related to: business operations, product costing and overhead application, sales volume and organizational profits, budgeting and planning, organizational / management performance, and transfer pricing.

Course and Learning Objectives

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

- Demonstrate an understanding of the key principles and assumptions used by accountants when providing information to management and other stakeholders by answering questions and solving problems. (*Marshall Learning Goal 1a, 1b*)
- Analyze the cost, volume and profit relationships of an organization by calculating the contribution margin, breakeven point and target profits given a variety of business scenarios. (*Marshall Learning Goal 3a, 3b, 3c, 3d*)
- Distinguish between traditional job costing and activity-based costing methodologies and their impact on organizational stakeholders by applying both techniques to business situations and evaluating the results. (*Marshall Learning Goal 3a, 3c, 1c*)
- Analyze and identify cost information that is relevant for decision makers by recognizing and applying the relevant elements in a variety of decision-making scenarios likely to face professional managers. (*Marshall Learning Goal 3a, 3b, 3c*)
- Analyze and demonstrate how strategic planning and budgeting processes enhance an organization's ability to respond to economic changes by preparing elements of the master budget and a flexible budget. (*Marshall Learning Goal 1a, 2a, 2b, 2c, 3a, 3b, 3c, 3d*)
- Describe and demonstrate appropriate control and performance evaluation metrics in a multi-product, hierarchical organization by analyzing overall and segment performance using rate-of-return, residual income, and non-financial measures. (*Marshall Learning Goal 2b, 2c, 3a, 3b, 3c*)

- Evaluate the general financial prospects of an organization and the impact of management decisions on operational results by analyzing a variety of operational information and developing a spreadsheet model to project a potential anticipated future performance of a large public company. (*Marshall Learning Goal 3a, 3b, 3c, 3d, 6a, 6c, 6d,6e, 1c*)

To achieve these learning objectives, a combination of background reading, interactive discussion, lecture and practice problems will be utilized. Interactive discussion is really important, as research on learning indicates it is very difficult to gain anything more than a superficial understanding of material without practice and feedback. Therefore, you should expect our class sessions to incorporate a substantial amount of both.

To demonstrate your achievement of the learning objectives stated above: 1) you will be required to demonstrate your knowledge by individually working homework problems and exams; and 2) you may be asked to complete in class group assignments, as indicated in the Course Calendar and on an ad hoc basis at the professor's discretion.

Prerequisites

BUAD 280 Introduction to Financial Accounting

Required Materials

The following course textbook book is available in the bookstore:

McNair-Connolly, C.J., Merchant, K.A., (2017). ***Managerial Accounting: An Integrative Approach. Second Edition.*** New Jersey: Institute of Management Accountants

ISBN: 978-0-9995004-9-1

Feel free to purchase the books online. However, if you choose to purchase the books online, please be aware that you are responsible for making all arrangements in order to complete any and all readings and advance preparation, including homework, until the books arrive.

Additional course materials will be posted onto Blackboard, including:

- Instructor provided materials, including slides of lecture materials

Although not required for this course, regularly reading a general business periodical or newspaper's financial section will aid in your business education. The Wall Street Journal can be purchased at a discounted student rate at www.wsjstudent.com.

In addition, please bring a calculator to class to work discussion problems and in class assignments.

TEACHING & LEARNING ACTIVITIES

This course will focus on providing you with practical and "*Real Life*" tools to enable you to understand, prepare, and analyze managerial accounting data. This course will help build your business literacy and competency in better understanding the operations of an organization. This **course is not focused on technical accounting**; rather it is focused on how to prepare, review and analyze internal managerial data for the purposes of preparing sound analysis and as a tool in decision making. If you do not have a strong accounting background, you can still be very good at managerial analysis and very successful in this course.

Because of the speed of this course, it is very important that each student completes the assigned reading prior to the class. This course will focus on learning through problem solving and students are highly encouraged to perform the suggested problems (see the Course Calendar), even though the suggested problems will not be graded and may not be covered in class.

Grading Policies

Your grade in this class will be determined by your relative performance on exams, quizzes (dropping the lowest one), in-class exercises, and a team project. The total class score will be weighted as follows:

	Possible Points	Percent of Total Points
Class participation and homework	50	5.0 %
Quizzes	60	6.0 %
Team Assignments	40	4.0 %
Team Semester Project	100	10.0 %
Midterm exam #1	225	22.5 %
Midterm exam #2	250	25.0 %
Final exam	<u>275</u>	<u>27.5 %</u>
Total	<u>1,000</u>	<u>100.0 %</u>

After each student's weighted total points are determined for the semester, letter grades will be assigned on a curve according to Marshall School of Business grading guidelines.

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 a 3.0 (i.e., a "B"). Three items are considered when assigning final grades:

1. Your score for each of the items above weighted by the appropriate factor and summed.
2. Your overall percentage score for the course.
3. Your ranking among all students in the course(s) taught by your instructor during the current semester.

The grade of "W" is allowed only if a student withdraws after the official add period and before the end of the drop period during the semester. A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks). An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class.

Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. Both the instructor and student must sign the "Assignment of an Incomplete (IN) and Requirements for Completion" form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

Assignments and Grading Detail

Expectations regarding your performance on exams, quizzes, in-class exercises and the team project are as follows:

Class Participation and Homework total points to be earned 50 or 5% of total.

Class participation and professionalism are important in this course and students can earn up to 50 points for participation and homework. Class participation will be graded based on active, constructive, and positive participation. The instructor may randomly call upon any student in order to observe the preparation of the student and/or to spur discussion and broad participation amongst all members of the class. Students who demonstrate active, positive and constructive participation and/or the ability to respond to random questions may earn the maximum points for participation.

Homework assignments will consist of exercises and problem solving. These individual homework assignments are to be completed by each student. The homework assignments are listed in the course calendar, which is part of this syllabus. The homework will be found by reference to questions, exercises and problems at the end of each chapter in the text book, or, in some cases, it may be problems on listed on Blackboard (BB). It is the responsibility of each student to make sure that they complete the correct homework assignment. **Students that turn in homework problems that differ from what has been assigned may receive no credit for that assignment. Please make sure that you are using the correct Edition of the Textbook (2nd Edition).**

The purpose of these assignments is to help the students to focus on key concepts and to demonstrate their individual learning of these concepts. The individual homework assignments will be graded on neatness, completeness, professionalism, and thoughtfulness. All homework is to be prepared in Excel and submitted electronically through Blackboard. Prior to the beginning of class. Paper or hard copy homework may not be accepted.

It is the instructor's intention to grade and return homework assignments within one week of the due date. The graded homework assignments will be made available to students for pickup at the beginning of class. Graded homework will be posted on Blackboard within in week after submission. If a student believes that homework assignment was incorrectly graded, the student must notify me on or before the next class session after the homework answers are available for to the student . All homework grades will be final after such time. Students may miss up to two assignments without penalties.

Students who enroll after the course has started may be eligible to turn in alternative homework for any assignments that were due prior to them joining the class. The students must see me within 1 week after enrollment to be eligible for the alternative homework. Requests for alternative homework, after being enrolled in the course for more than one week will not be considered.

Quizzes

Quizzes will include problems. They will be given one class before each exam (including the final) and are designed to prepare you for the upcoming exam. Preparing for quizzes is facilitated by keeping up with the work in class, reworking problems we have done in class, and trying other problems. No make-up quizzes will be given.

Team Assignments 40 points or 4% of the total and Team Semester Project 100 points or 10% of the total

On the first day of class we will form 8 teams. During the course of the semester we will have a number of team assignments that will be assigned and the work performed prior to class. **Exhibit B** contains a list of Team Assignments that have been scheduled for this semester. We will also have one semester project for each team that consists of three parts and a presentation. The instructions for this Team Project are detailed in **Exhibit B** to this syllabus. All team members will receive the identical number of points for all Team Assignments.

An important learning objective is for students to work successfully in a team environment. In the event that interpersonal challenges among team members arise, it is the hope that the individuals involved within their respective teams will be able to resolve their differences amongst themselves. In the unfortunate situation where a student desires to separate from their team or if a team desires to remove a team member, they will need to follow the procedure for doing so outlined in **Exhibit A**.

Two (2) Midterm Examination worth 225 points for Midterm I (22.5%) and 250 points for Midterm II (25%) of total points.

There will be two Midterm exams held for this class. The dates of these exams are:

- Midterm Examination #1 will be held February 12 in our regular classroom
- Midterm Examination # 2 will be held March 28 in our regular classroom

Each Midterm Examination is to be completed individually. Collaboration with anyone else is strictly prohibited. Students may not use or refer to the textbook or their notes, or to lecture and other class materials during the exam.

No electronic device is permitted to be used during any examination. All electronic devices must be unavailable to students. Students may use their own calculator with certain restrictions.

The Midterm examinations may include multiple choice, problem solving, and logic questions. The exam may include materials covered in class lectures, assigned in required readings, and also from discussions presented during the team assignments. There are no scheduled make-up exams for the midterm. If you have a known schedule conflict for this exam, please discuss it with me immediately. Additionally, if an illness or unforeseen emergency arises, you must contact me as soon as possible so that we can discuss.

The Midterm examination will be returned to students within one week after the examination is administered and the test answers will be made available to students who took the exam on its scheduled date. If a student believes that a question was incorrectly graded, the student must notify me within one week (7 calendar days) after the examinations are graded and returned. All examination grades will be final after such time.

Final Examination 275 points or 27.5% of the total

The Final examination may include multiple choice, problem solving, and logic questions. The exam may include materials covered in class lectures, assigned in required readings, and also from discussions presented during the team assignments. There are no scheduled make-up exams for the midterm. If you have a known schedule conflict for this exam, please discuss it

with me immediately. Additionally, if an illness or unforeseen emergency arises, you must contact me as soon as possible so that we can discuss.

This exam will be held **May 7, 2019** at 8:00 am. Location to be provided when known.

The Final examination is to be completed individually. Collaboration with anyone else is strictly prohibited. Students may not use or refer to the textbook or their notes, or to lecture and other class materials during the exam.

No electronic device is permitted to be used during the Final examination. All electronic devices must be unavailable to students. S Students may use their own calculator with certain restrictions.

All final exam results are final after the score is posted.

MARSHALL GUIDELINES

Learning Goals

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
1	Our graduates will have an understanding of the key business areas and their interplay <i>to effectively manage different types of modern enterprise.</i>	Medium
2	Our graduates will have a global mindset <i>demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.</i>	Medium / Low
3	Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities <i>to strategically navigate complex demands of business environments.</i>	High
4	Our graduates will demonstrate leadership skills <i>aspiring to be informed, sensible, future-oriented leaders and innovators.</i>	Low
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society.</i>	Low
6	Our graduates will be effective communicators in speaking and writing <i>to facilitate information flow in organizational, social, and intercultural contexts.</i>	Low / Medium

Add / Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the Schedule of Classes (classes.usc.edu) to see if a space becomes available.

Dates to Remember:

Last day to add classes or drop and receive a refund

Friday – January 25th

Last day to drop without a W or change P/NP to Letter Grade

Monday – February 25th

Last day to drop with "W"

Tuesday – April 5th

Retention of Graded Coursework

Graded work that has not been returned to you will be retained for one year after the end of the semester. Any other materials not picked up by the end of the semester will be discarded after final grades have been submitted.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. Upon request, all electronic devices in your possession (e.g., cell / smart phones,

tablets, laptops, etc.) must be completely turned off and / or put face down on the desk in front of you. In addition, at certain times (i.e., during exams), you might also be asked to deposit your devices in a designated area in the classroom. Video recording of faculty lectures is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Recordings

No student may record any lecture, class discussion or meeting with the professor without the professor's 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. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this 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 the professor.

Statement for Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. 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 GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Statement on Academic Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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/department/department-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) describes reporting options and other resources.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations.

<http://dsp.usc.edu>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a

student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Emergency Preparedness / Course Continuity

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

The USC Department of Public Safety provides overall safety to the USC community (<http://dps.usc.edu>). For additional information, to report an emergency, or to report a crime you may use the following any time of day or night:

USC Department of Public Safety – (213) 740-4321

Date	Class	Class Topics	Advanced Readings	Homework Submit on Blackboard	In-Class Assignments	Optional Assignments	Team Work
01/08	1	Introduce Instructor, review syllabus Form Teams. Introduction to Business Planning & Analysis	Syllabus Chapter 1	None	None	None	Team Class Exercise #1 See Exhibit B
01/10	2	See Chapter 1 of Textbook for Learning Objectives Review in Class Assignments	Chapter 1	None	1-Exercise 5 1-Problem 3 1-Problem 4	None	None
01/15	3	Lecture on Measuring Performance Learning Objectives Ch 2 page 41	Chapter 2	1-Exercise 6 1-Case 1.1	2-Exercise 2 2-Exercise 5 2-Problem 3	None	None
01/17		Class Holiday- no class	no class				
01/22	4	Measuring Performance Review of Lecture of 01/15 Problem Solving	Chapter 2	2-Problem 10	2-Exercise 10 2-Problem 3 2 Problem 5	None	None
01/24	5	Lecture on Defining & Using Cost Estimates. See Learning Objectives on Ch 3 page 91	Chapter 3	2-Exercise 6 2-Problem 2 2-DB2.3	3-Exercise 2 3-Exercise 4 3-Exercise 5 3-Exercise 7	None	Team Class Exercise #2 2 Problem 8 See Exhibit B
01/29	6	Defining & Using Cost Estimates Review of Lecture of 01/22 Problem Solving	Chapter 3	3-Exercise 3 3-Problem 2 3-Problem 5	3-Problem 7	3-DB 3.2	None
01/31	7	Lecture on Cost Pools, Capacity & Activity Based Costing. See Learning Objectives on Ch 4 page 165	Chapter 4	3-Problem 3 3-Problem 9 3-Problem 11 3-APP3A	4-Exercise 1 4-Exercise 7 4-Exercise 8 4-Exercise 11	3 C3.1	None
02/05	8	Cost Pools, Capacity & Activity Based Costing Review of Lecture of 01/29 Problem Solving	Chapter 4	4-Exercise 2 4-Problem 1 4-Problem 3 4-Problem 5 4-Problem 7		4DB 4.2	NONE
02/07	9	Quiz 1 & Review for Mid-Term Examination	Study Chapters 1-4 & Quiz 1	Review Homework and due Packet			
02/07	Bonus	Optional Evening Review	6-7:30 pm Hoffman Hall Edison	Review Packet			
02/12	10	Mid Term Exam I	Study Chapters 1-4	Study for Mid Term exam			
02/14		Class Holiday	no class				

Date	Class	Class Topics	Advanced Readings	Homework Submit on Blackboard	In-Class Assignments	Optional Assignments	Team Work
02/19	11	Lecture on Understanding the Management Process. See Learning Objectives- Chapter 5 on Page 217 Review Midterm exam # 1	Chapter 5	NONE	5 Exercise 1 5-Exercise 3 5-Exercise 5 5-Exercise 7	None	None
02/21	12	Review Lecture 02/12 Problem Solving	Chapter 5	5-Exercise 2 5-Exercise 4 5-Problem 5	5-Exercise 9 5-Exercise 11	None	TEAM PROJECT PART 1 DUE
02/26	13	Lecture- Planning in the Product Domain. Chapter 6 Learning Objectives see page 273	Chapter 6	5-Exercise 4 5-Problem 7 5-Problem 9 5-Problem 10	6-Exercise 1 6-Exercise 3 6-Exercise 5 6-Exercise 6	None	Team Class Exercise #3 5-Problem 4 See Exhibit B
02/28	14	Review Lecture of 02/19 Problem Solving- Planning in the Product Domain.	Chapter 6	6-Exercise 4 6-Exercise 8 6-Problem 1	6-Problem 7	None	None
03/05	15	Lecture – Assessing and Improving Profitability. See Learning Objectives on Page 337 for Chapter 7	Chapter 7	6-Problem 3 6-Problem 8 6-Problem 9	7-Exercise 1 7-Exercise 8	None	Team Class Exercise #4 6-Problem 6 See Exhibit B
03/07	16	Review Lecture of 02/26 Problem Solving for Assessing and Improving Profitability	Chapter 7	7-Problem 1 7-Problem 3 7-Problem 5	7-Exercise 1 7-Exercise 8	None	TEAM PROJECT PART 2 DUE See Exhibit B
03/12		SPRING BREAK	SPRING BREAK	ENJOY	None	None	None
03/19	17	Lecture – Process Expectations See Learning Objectives on Page 393 for Chapter 8	Chapter 8	7-Problem 6 7-Problem 7	8-Exercise 1 8-Exercise 4 8-Exercise 5 8-Exercise 7	7-C7.1	None
03/21	18	Review Lecture of 03/05 Problem Solving	Chapter 8	8-Problem 5 8-Problem 7		8-C8.1	None
03/21	Bonus	Optional Evening Review	6-7:30 pm Hoffman Hall Edison	Review Packet			
03/26	19	Quiz 2 & Review for Mid Term II	Study Chapters 5-8 & Quiz 1	Review Homework & do Packet	None	None	None
03/28	20	Mid Term II 250 Points 25% of Total Points	Study Chapters 5-8	Study Chapters 5-8			

Date	Class	Class Topics	Advanced Readings	Homework Submit on Blackboard	In-Class Assignments	Optional Assignments	Team Work
04/02	21	Lecture – Performance Expectations at the Entity Level See Learning Objectives on Page 503 for Chapter 10	Chapter 10	None	10-Exercise 5 10-Exercise 6 10-Exercise 7 10-Exercise 8 10-Exercise 9 10-Problem 1 10-Problem 4	None	
04/04	22	Review Lecture of 03/26 Problem Solving Review Mid-term	Chapter 10	10-Problem 2 10-Problem 4 10-Problem 6		None	None
04/09	23	Lecture – Performance Expectations in Large Complex Organizations See Learning Objectives on Page 565 for Chapter 11	Chapter 11	10-Problem 7 10-Problem 8	11-Exercise 1 11-Exercise 6 11-Exercise 9	10 DB10.2 10-C10.2	TEAM PROJECT PART 3 DUE See Exhibit B
04/11	24	Review Lecture of 04/02 Problem Solving	Chapter 11	11-Exercise 2 11-Exercise 10 11-Problem 1	11-Problem 5 11-Problem 7	None	3 groups present
04/16	25	Lecture – Performance Expectations at the Entity Level See Learning Objectives on Page 625 for Chapter 12	Chapter 12	11-Problem 6 11-Problem 8 11-Problem 9	12-Exercise 1 12-Exercise 3 12-Exercise 5 12-Exercise 7	11-Problem 3	3 groups present
04/18	26	Review Lecture of 04/16 Problem Solving	Chapter 12	12-Problem 1 12-Problem 2 12-Problem 4		None	2 groups present
04/23	27	Lecture – Performance Expectations at the Entity Level See Learning Objectives on Page 675 for Chapter 13	Chapter 13	None	13-Exercise 1 13-Exercise 5 13-Exercise 7	None	Team Class Exercise #5 12-Problem 6 See Exhibit B
04/25	28	Review Lecture of 04/23 Problem Solving Take-Home Quiz due 4/26 by 11:59 pm – NO LATE QUIZZES ACCEPTED	Chapter 13	13-Problem 1 13-Problem 5	13-Exercise 1 13-Exercise 5 13-Exercise 7 13-Problem 1 13-Problem 5	None	None
TBD	Bonus	Review for Final Exam	STUDY	STUDY	STUDY	STUDY	STUDY
05/07		Final Exam 8:00 am	STUDY	Final Exam			

EXHIBIT A- Process for Team Separation

An important learning objective of this course is for students to develop leadership and team skills. While many, if not all, organizations have some level of dysfunction, in most cases, working through the dysfunction to a successful conclusion is the best course of action. It is a very serious matter if there is dysfunction in a team to point when separation is contemplated. However, in the uncommon situation when separation is unavoidable, the processes below shall govern.

A member of a team wishes to separate from the team. If a member of a team wishes to separate from his/her team, then the person desiring to separate must first meet with me and discuss the issues and their rationale for desiring separation. Depending on the circumstances, I may attempt to arrange a mediation conference to resolve the issues. If I concur that reconciliation cannot be made, the separation shall occur ; however, depending on the circumstances, I may penalize any and all parties grading points. The individual who is separating may request to be assigned to another team(team to be determined by me) or shall have the right to form a single member team and in such case, shall be responsible for all of the team course work the same as any other team.

A team wishes to remove a member from team. If a team wishes to separate itself from a particular member, then those members should meet with me collectively as a group and discuss the issues and rationale for separation. Depending upon the circumstances, I may attempt to arrange a mediation conference to resolve the issues. If I concur that reconciliation cannot be made, then the separation shall occur; however, depending on the circumstances, I may penalize any and all parties grading points. The individual who is being asked to leave the team shall have the right to be assigned to another team or to work as a single member team. If the individual chooses to work as a single member team, then they are responsible for all of the team course work the same as any other team.

EXHIBIT B- TEAM ASSIGNMENTS

Date	Assignment Number	Team Assignment Description
01/08	Team Assignment # 1	The Class will be formed into 8 teams. Each team will participate in a brief exercise. The instructions for the exercise will be provided during class. Student must be in attendance to receive points for this Team assignment. This Team Assignment is worth 2 points.
01/24	Team Assignment # 2	Each team will prepare a written report which provides answer and analysis of problem 8 from Chapter 2 . Make sure to answer parts a. thru e. to receive full credit 1. The names of all students on each team must be on the report. 2. The Team Number assigned on Day 1 of class must be on the report. 3. Make sure to provide your recommendation to Robert as called for in part e of the question. 4. This Team assignment is worth 8 points.
02/21	Team Semester Project #1	In your assigned groups of six people, create a fictional startup that manufactures a product. Pick a product that you know in general how to make – e.g., printed T-shirts or cupcakes versus artificially intelligent robots that can cook your meals and walk your dog (unless you happen to know robotics). Part 1: You will work in your groups, outside of class and develop your plan. Submit the Plan by Thursday, February 21 st at 11:59 pm on Blackboard under Assignment. The plan will include the following: a) Name of company b) Product or products that you will be manufacturing c) Remember to: i. The names of all students on each team must be on the report. ii. The Team Number assigned on Day 1 of class must be on the report. The total points for this part of the Team Semester Project is 10/100
02/26	Team Assignment # 3	Each team will prepare a written report which provides answer and analysis of Exercise 1 from Chapter 5 and Problem 4 from Chapter 5 . Make sure to answer all parts of the question in order. to receive full credit 1. The names of all students on each team must be on the report. 2. The Team Number assigned on Day 1 of class must be on the report. 3. Make sure to provide your opinions as requested by each question. 4. This Team assignment is worth 10 points.
03/05	Team Assignment # 4	Each team will prepare a written report which provides answer and analysis of problem 6 from Chapter 6 . Make sure to answer parts a. thru e. to receive full credit 1. The names of all students on each team must be on the report. 2. The Team Number assigned on Day 1 of class must be on the report. 3. Make sure to provide your opinion as called for in part e of the question. 4. This Team assignment is worth 10 points.
03/07	Team Semester Project #2	On Thursday, March 7 th by 11:59 pm on Blackboard under Assignments, you will submit your first analysis: 1) Industry and market a) What is your target market? b) How large is this market? c) What trends are affecting your market? d) Who are your target customers and what are their needs? e) How does your product address their needs? 2) Competitive Analysis a) Identify your top competitor. b) Identify your competitor's strengths and weaknesses. How long have they been in business? c) How is your company better than the competitor? What are your

		<p>competitive advantages?</p> <p>3) Remember to:</p> <ol style="list-style-type: none"> The names of all students on each team must be on the report. The Team Number assigned on Day 1 of class must be on the report. <p>The total points for this part of the Team Semester Project is 20/100.</p>
04/09	<p>Team Semester Project Part #3</p> <p>With presentations 4/11 (3 groups);</p> <p>4/16 (3 groups) & 4/18 (2 groups)</p>	<p>On Tuesday, April 9th by 11:59 pm on Blackboard under Assignments, you will submit your first analysis:</p> <ol style="list-style-type: none"> Executive Summary/Company Overview (1 page): Brief summary of what your business does and what market need that it solves. This should be your sales pitch! If this part is not compelling, your investors won't read on. Master Budget: Must include the following budgets on Excel spreadsheets (formatted to look professional, with one budget per page). <u>Provide references for your assumptions¹:</u> <ol style="list-style-type: none"> Sales budget Production budget Ending inventory budget Selling and administrative budget Direct materials budget Direct labor budget Manufacturing overhead budget (remember your allocations) Cash budget Budgeted income statement Budgeted balance sheet Remember to: <ol style="list-style-type: none"> The names of all students on each team must be on the report. The Team Number assigned on Day 1 of class must be on the report. <p>Note: You will need to do research to obtain the information that is underlined above. Suggestions: Look through the US Securities Exchange Commission (SEC) Form 10Ks (annual report) of the competitors you identified on the previous page.</p> <p><u>Group Presentation:</u> This is your 8-minute MAXIMUM "elevator pitch" to a fictional venture capital firm pitching your business idea. Every member of your group must present something during this pitch. Your presentation will be evaluated on the following criteria: No paper or electronic submission required.</p> <ul style="list-style-type: none"> Overall organization and convincing/cohesiveness of the message, Specific content regarding your company and knowledge of industry, Professionalism, Appropriate use of visual aids, Team delivery. <p>We will spread out the presentations: Dates of presentations: Thursday, 04/11 – 3 groups Tuesday, 04/16 – 3 groups Thursday, 04/18 – 2 groups I will randomly select groups on Tuesday, 04/09 for presentation. If you want to change dates, you need to trade with another group! – I will not be involved!</p> <p>The total points for this part of the Team Semester Project is 70/100.</p> <p>¹ For example, if your business manufactures vegan, gluten-free cupcakes and you assume gluten-free flour (one of your raw materials) is \$5.60/lb., you must include in your Excel model the source of this price (e.g., you could include a column in your Excel model with the web address of your source, such as an online wholesaler of gluten-free flours). In other words, don't just make up prices!</p>

04/23	Team Assignment #5	Each team will prepare a written report which provides answer and analysis of problem 6 from Chapter 12 . Make sure to answer parts a. thru d. to receive full credit <ol style="list-style-type: none">1. The names of all students on each team must be on the report.2. The Team Number assigned on Day 1 of class must be on the report.3. Make sure to provide your opinion as called for in part d of the question. This Team assignment is worth 10 points.
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