

**BUAD 281 - Introduction to Managerial Accounting
Course Syllabus
Fall 2019 Semester**

Class Sessions: Section #14524: Tuesday & Thursday 11:00 am -12:20 pm, ACC 201
Section #14528: Tuesday & Thursday 2:00 pm - 3:20 pm, ACC 310
Section #14530: Tuesday & Thursday 3:30 pm - 4:50 pm, ACC 310

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Office hours: Tuesdays & Thursdays: 12:30 – 1:30pm (or 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;
- 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 and organizational, and management performance.

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).

To achieve these learning objectives, a combination of background reading, interactive discussion, lecture and problems will be utilized. Interactive discussion is very 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 AND/OR RECOMMENDED PREPARATION:

BUAD 280: Introduction to Financial Accounting

REQUIRED MATERIALS

- **Textbook:** Managerial Accounting: Creating Value in a Dynamic Business Environment. Hilton, Ronald W., Platt, David E.; Eleventh Edition, Mc Graw Hill Education (2017).
- **Homework manager:** you will need on-line access to McGraw Hill's LearnSmart and Connect.
- **Other materials:** Powerpoint slides and supplemental readings, can be downloaded on Blackboard at <https://blackboard.usc.edu>

You will need both text and access to McGraw Hill LearnSmart and Connect. Information on how to purchase the textbook and LearnSmart and Connect directly from the publisher is available through Blackboard. They can also be purchased at the USC Bookstore.

COURSE NOTES:

This course will utilize both Blackboard for course materials such as Power Point slides and McGraw Hill LearnSmart and Connect.

GRADING POLICIES

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

	<u>Points</u>	<u>Percentage</u>
LearnSmart	50	5%
Homework (Connect)	50	5%
Team Semester Project	100	10%
Midterm exam #1	250	25%
Midterm exam #2	250	25%
Final exam	<u>300</u>	<u>30%</u>
Total	<u>1000</u>	<u>100%</u>

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.

ASSIGNMENTS AND GRADING DETAIL

Expectations regarding your performance on exams, homework and the team project are as follows:

LearnSmart and Homework total points to be earned combined 10% of total:

Readings and homework assignments will consist of questions, exercises and problem solving. These individual reading and homework assignments are to be completed by each student. The readings and homework assignments are listed in the course calendar, which is part of this syllabus. The homework will be found on Connect. You can find the Assignments that are due on Blackboard. The purpose of these assignments is to help you focus on key concepts and to demonstrate learning of these concepts. The individual homework assignments will be auto-graded in Connect. You will be able to check your results in Connect.

Team Semester Project total 10% of the total:

The team project has three parts and it will be explained during class and posted on Blackboard.

Key turn-in dates for submission of your team's work are as follow:

Part 1: Friday, September 13

Part 2: Friday, October 4

Part 3: Thursday, October 24

Class presentation: Thursday, October 24

Case section competition: Friday, October 25

Exams

Each midterm exam accounts for 25% of your grade, the final exam accounts 30%, for a combined 80% of your overall grade. The two midterm exams are non-cumulative and will take place during your regular class period. The final exam is cumulative and will include material imparted in the entire semester. The three exams are scheduled on the following dates:

Midterm Exam #1: Thursday, September 26th (in-class)

Midterm Exam #2: Thursday, November 14th (in-class)

Final Exam: Wednesday, December 18th (8:00am -10:00am)

Important: you must take the exams at the scheduled dates as no make-up exams are given. NO EXCEPTIONS. If you have a schedule conflict (i.e., religious holiday), please discuss it with me immediately.

Exam guidelines

- Each 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.
- Exams may include multiple choice, problem solving, and logic short-essay questions. The exam may include materials covered in class lectures, assigned in required readings, and also from discussions presented during the case assignments.
- You will have a maximum of 1 hour and 20 minutes to complete each mid-term exam and 2 hours for the completion of the final exam.
- You are allowed to use a simple four-function or a financial calculator. No programmable calculators, laptop computers, cell phones, or any other electronic device is permitted.
- I will keep all exams afterwards. You would be able to review your graded exam during class; however, it must be returned back to me after class. In case you need more time to go over your exam, you can come to my office during my office hours.
- Any questions or concerns regarding your exams' grades should be addressed in writing. I will provide a prompt response to your inquiry either in writing or verbally.

Other important issues concerning grades

- Under my discretion and in the event I see it as necessary (i.e., if the entire class performs poorly), I reserve the right to apply a 'curve' distribution on the exams or adjust the distribution of final grades.
- No 'extra credit' will be granted under any circumstances, including additional assignments, special projects, exam retakes, or participation points. Put bluntly, there is no opportunity to raise your grade by doing extra work during the semester.
- Any questions or concerns regarding grades either on your exams, assignments, or final grades must be addressed in writing. I will provide you a prompt response to your inquiry either in writing or verbally. If necessary, I will schedule a private meeting to discuss your grade.
- Once submitted, all grades are final and will not be changed unless there is a clerical error. Any grade appeal will strictly follow the University's Disputed Evaluations Procedures (refer to USC Academic Policies Manual, Section 2m for more insight).

ADDITIONAL INFORMATION

Other Important Dates for Fall 2019 are as follow:

First day of classes:

Monday, August 26, 2019

Last day to add:

Friday, September 13, 2019

Last day to drop without a mark of "W" and receive a refund:

Friday, September 13, 2019

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade:

Friday, October 11, 2019

Last day to drop with a mark of "W":

Friday, November 15, 2019

End of session:

Wednesday, December 18, 2019

Retention of Graded Coursework

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. If I returned a graded paper to you, it is your responsibility to file it.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

USC Statement on Academic Conduct and Support Systems

Academic Conduct:

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). 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>.

Support Systems

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

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org - Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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

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

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu - Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support - Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu - Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa - Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu - Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu - Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu - Non-emergency assistance or information.

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.

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.

BUAD 281 – COURSE CALENDAR
Fall 2019 (Prof. Román)

Lecture	Date	Topic	Advanced Reading LearnSmart	Homework Connect (See Blackboard for due dates)
1	T – Aug. 27	The Changing Role of Managerial Acct.	Chapter 1	-
2	TH – Aug 29	Basic Cost Concepts	Chapter 2	-
3	T – Sep. 3	Basic Costs Concepts (cont.)	Chapter 2	2-24, 2-29, 2-30, 2-40, 2-42
4	TH – Sep. 5	Basic Costs Concepts (cont.) Activity Analysis & Cost Behavior	Chapter 2 Chapter 6	- 6-24, 6-35
5	T – Sep. 10	Activity Analysis & Cost Behavior (cont.)	Chapter 6	6-24, 25, 29, 34, 35, 41, 42
6	TH – Sep. 12	Cost-Volume-Profit Analysis	Chapter 7	-
-	F – Sep. 13	Team Project Part 1 Due		
7	T – Sep. 17	Cost-Volume-Profit Analysis (cont.)	Chapter 7	7-23, 24, 25, 29, 33, 40, 45,51
8	TH – Sep.19	Decision Making: Relevant Costs & Benefits	Chapter 14	-
9	T – Sep. 24	Decision Making: Relevant Costs (cont.) Review for Midterm Exam 1	Chapter 14	14-35, 14-36, 14-37, 14-46
10	TH – Sep 26	Midterm Exam 1: chapters 2, 6, 7, 14		
11	T – Oct. 1	Master Budget	Chapter 9	-
12	TH – Oct. 3	Master Budget (cont.)	Chapter 9	9-21,9-25, 9-26, 9-29, 9-30
-	F – Oct. 4	Team Project Part 2 Due		
13	T – Oct. 8	Product Costing & Cost Accumulation	Chapter 3	3-24,3-27,3-28, 3-31, 3-33
14	TH – Oct. 10	Product Costing & Cost Accumulation Process Costing	Chapter 3 Chapter 4	- 4-17, 4-18
15	T – Oct. 15	Activity-Based Costing	Chapter 5	-
-	TH – Oct 17	University Fall Recess (no class)		
16	T – Oct. 22	Activity-Based Costing (cont.)	Chapter 5	5-26, 5-27, 5-46, 5-49
17	TH – Oct. 24	Team Project Part 3 Due & Project Presentations		
-	F – Oct. 25	BUAD 281 Teams' Case Competition		
18	T – Oct. 29	Standard Costing & Analysis of Direct Costs	Chapter 10	-
19	TH – Oct. 31	Standard Costing & Analysis of Direct Costs	Chapter 10	10-22, 23, 28, 30, 34
20	T – Nov. 5	Flexible Budgeting & Analysis of Overhead	Chapter 11	-
21	TH – Nov. 7	Flexible Budgeting & Analysis...(cont.)	Chapter 11	11-22 (1-3 only), 11-27, 11-34
22	T – Nov. 12	Review for Midterm Exam 2	-	-
23	TH –Nov 14	Midterm Exam 2: chapters 3, 5, 9, 10, 11		
24	T – Nov. 19	Investment Centers	Chapter 13 (p.554-568 only)	-
25	TH – Nov 21	Investment Centers (cont.)	Chapter 13 (p.554-568 only)	13-24,13-26,13-29,13-39,13-40
26	T – Nov. 26	Target Costing & Cost Analysis	Chapter 15	-
-	TH– Nov 28	Thanksgiving Holiday (no class)		
27	T – Dec. 3	Target Costing & Cost Analysis (cont.)	Chapter 15	15-40, 15-41
28	TH – Dec. 5	Review for Final Exam	-	-
Dec. 18 (8-10:00am)		Final Exam: chapters 2, 5, 6, 7, 10, 11, 13, 15		

Appendix I

Undergraduate Program Learning Goals and Objectives

Learning goal 1: Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.*

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century's evolving work and organizational structures.*

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.*

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.*

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.*

- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.*

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.