

**NOTE: THE FINAL IS ON SATURDAY, MAY 9TH FROM 11-1PM
NO EXAMS WILL BE GIVEN PRIOR TO THIS DATE - NO EXCEPTIONS**

Spring 2020 Semester

Meets: Tuesday/Thursday, 8:00 am – 9:20 am - ACC 201

Tuesday/Thursday, 9:30 am – 10:50 am - ACC 201

Professor: George Braunegg

Office: ACC 234B

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E-mail: Braunegg@marshall.usc.edu

Office Hours: Tuesday/Thursday, 11:00 am – 12:00 noon

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 and organizational/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 practice 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.

Required Materials

Hilton, Ronald W., Platt, David E. Managerial Accounting: Creating Value in a Dynamic Business Environment. Eleventh Edition McGraw Hill Education (2017)

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

Prerequisites and/or Recommended Preparation:

BUAD 280 Introduction to Financial Accounting

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:

	Possible	Percent
LearnSmart	50	5%
Homework	100	10%
Team Semester Project	100	10%
Midterm exam #1	200	20%
Midterm exam #2	250	25%
Final exam	<u>300</u>	<u>30%</u>
Total	<u>1000</u>	<u>100%</u>

Note: 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.

Reading, Homework Assignments and Team Project Grading Detail

Expectations regarding LearnSmart Reading, Homework and the Team Project are as follows:

McGraw Hill "LearnSmart" Reading Assignments and "Connect" Homework total points to be earned combined 15% 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 at least ½ hour before

fore class. The readings and homework assignments are listed in the course calendar, which is part of this syllabus. The text book chapters and homework will be found on McGraw Hill "Connect". You can find the Assignments that are due on Blackboard under Assignments.

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 auto-graded in Connect. You will be able to check your results in Connect.

Assigned "LearnSmart" Reading

- Reading Assignments are listed by class in this syllabus in the table titled "**BAUD 281 SPRING 2020 - COURSE CALENDAR**"
- **Assigned Reading must be accomplished by 7:30 AM on the day noted of the syllabus** via the "Learn Smart" portion of Connect and to receive 100% of points
 - Note: To receive credit for reading you MUST answer the LearnSmart questions that are asked during the reading session. **Failure to answer the LearnSmart questions results in 0 credit for that portion of the reading.**
 - Whatever percentage of the reading you complete by the due date will be multiplied by the assigned points for that reading assignment. For example, if you read 50% of an assigned reading worth 10 points by the deadline you will earn 5 points for that Reading Assignment.

Assigned "Connect" Homework

- Homework must be completed via McGraw Hill "Connect"
- Students have 2 attempts to complete each homework problem. The score on the last attempt will be used for grading.
- Assigned Homework is **Due at 7:30 AM on the day noted of the syllabus** to receive 100% of the points for those questions answered correctly.
 - Correct answers submitted after the due date will be reduced by 50% for each day late. For example, if you completed the assigned homework 2 days after the due date, a question answered correctly that was worth 2 points if submitted on time would be worth .5 points.
 $2 \text{ points for correct answer} \times .5 \text{ for 1 day late} \times .5 \text{ for 2}^{\text{nd}} \text{ day late} = .5 \text{ points}$
- Optional assignments may be posted on Connect. You can do these if you choose but no points will be assigned to these problems.

Team Semester Project total 10% of the total:

The team project has three parts that will be explained in class and posted on Blackboard.

Key turn-in dates:

Part 1: Thursday, January 30th by 11:59 pm

Part 2: Thursday, February 20th at the start of class

Part 3: Tuesday, March 31th at the start of class – both excel and PowerPoint

Presentations: Tuesday, March 31th and Thursday, April 2nd

Case section competition: Monday, April 6th - 6-8 pm

EXAMS total points earned combined 75% of total:

Two Midterm Examination: Midterm I (20%) Midterm II (25%) of total points; These are non-cumulative

- Midterm Examination #1 will be held during your regular class period **February 13th**.
- Midterm Examination #2 will be held during your regular class period **March 26th**.

Final Examination 30% of the total; This is exam is cumulative

- This exam will be held **Saturday, May 9th from 11am-1 pm**

Each 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 case assignments. If you have a known schedule conflict for any exam, please discuss it with me immediately. Additionally, if an illness or unforeseen emergency arises, you must contact me as soon as possible.

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 examinations.

Note: It is my policy to video-record the classroom during examinations for forensic review in the event of allegations of violation of the USC “Student Conduct Code” related to Academic Integrity. For insight regarding USC’s policies and procedures related to Academic Integrity and violations please see <https://sjacs.usc.edu/students/academic-integrity/>

ADDITIONAL INFORMATION

Other Important Dates for Spring 2020:

First day of classes:

Monday, January 13, 2020

Last day to add:

Friday, January 31, 2020

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

Friday, January 31, 2020

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

Friday, February 28, 2020

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

Friday, April 3, 2020

End of session:

Wednesday, May 13, 2020

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

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 / Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and macroaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, 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/note takers/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

uscsa.usc.edu

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.

Incomplete Grades

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. If an Incomplete is assigned as the student's grade, the instructor is required to fill out an “**Assignment of an Incomplete (IN) and Requirements for Completion**” form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the 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.

BAUD 281 – SPRING 2020 COURSE CALENDAR

Class #	Date Tues	Date Thurs.	Date Varies	Topic	Advanced Reading (LS)	Homework (Connect)
1	1/14			The Changing Role of Managerial Accounting	Chapter 1	
2		1/16		The Changing Role of Managerial Account- ing; Basic Cost Concepts	Chapter 1 Chapter 2	1-26
	1/21			HOLIDAY – NO SCHOOL		
3		1/23		Basic Cost Concepts;	Chapter 2	2-24, 2-29, 2-30,
4	1/28			Basic Cost Concepts; Product Costing and Cost Accumulation	Chapter 2 Chapter 3	2-40, 2-42
5		1/30		Product Costing and Cost Accumulation	Chapter 3	3-24, 3-27, 3-28
			Thurs., 1/30	Optional: Big 4 Firm Career Fair 6-8 pm	Vineyard Room- Davidson Center	PROJECT PART 1 DUE BY 11:59 PM
6	2/4			Product Costing and Cost Accumulation; Activity Based Costing	Chapter 3 Chapter 5	3-31, 3-34 (part 1&2), 3-35
7		2/6		Activity Based Costing	Chapter 5	5-26, 5-27, 5-46
8	2/11			Catch up and Review		
			Tuesday, 2/11	Optional: Mid-Tier Firm Career Fair 6-8 pm	USC HOTEL	
9		2/13		Midterm 1 – Chapters 1, 2, 3, 5		
			Thurs., 2/13	Optional: Meet the Firms -6-8:30 pm	USC HOTEL	
	2/18			HOLIDAY – NO SCHOOL		
10		2/20		Midterm Review; Activity Analysis, Cost Behavior, Cost Elimi- nation	Chapter 6	PROJECT PART 2 DUE BY CLASS TIME

Class #	Date Tues	Date Thurs.	Date Varies	Topic	Advanced Reading (LS)	Homework (Connect)
11	2/25			Activity Analysis, Cost Behavior, Cost Elimination; Cost Volume Profit Analysis;	Chapter 6 Chapter 7	6-24, 6-35, 6-25, 6-29, 6-34 In-class 7-23, 7-24
12		2/27		Cost Volume Profit Analysis; In-class Case	Chapter 7	7-25, 7-40, 7-29, 7-33
13	3/3			Cost Volume Profit Analysis; Master Budget-Discuss Part 3 of Project	Chapter 7 Chapter 9	Optional: 7-45, 7-51
14		3/5		Master Budget- Decision Making: Relevant Costs and Behaviors	Chapter 9 Chapter 14	9-21, 9-25, 9-26, 9-29, Optional: 9-30
15	3/10			Decision Making: Relevant Costs and Behaviors	Chapter 14	14-35, 14-36, 14-37, 14-46
16		3/12		Work on project		
17	3/17	3/19		SPRING BREAK-NO CLASS		
18	3/24			Catch up and Review		
19		3/26		Midterm 2 – Chapters 6, 7, 9, 14		
20	3/31			Midterm 2 Review; Presentations		PROJECT PART 3 DUE BY CLASS TIME (EXCEL AND POWER-POINT)
21		4/2		Presentations		
			Monday, 4/6	Case Competition – all sections 6-8 pm	Hoffman Edison	
22	4/7			Standard Costing and Analysis of Direct Cost;	Chapter 10	

Class #	Date Tues	Date Thurs.	Date Varies	Topic	Advanced Reading (LS)	Homework (Connect)
23		4/9		Standard Costing and Analysis of Direct Costs; Flexible Budgeting and Analysis of Overhead Costs, pages 464-471; 487-488	Chapter 10 Chapter 11	10-22, 10-23, 10-30, 10-46
24	4/14			Flexible Budgeting and Analysis of Overhead Costs	Chapter 11	11-27, 11-34, 11-36
25		4/16		Investment Centers, pages 554-568	Chapter 13	
26	4/21			Investment Centers Target Costing and Cost Analysis	Chapter 13 Chapter 15	13-24, 13-26, 13-29, 13-40
27		4/23		Target Costing and Cost Analysis	Chapter 15	15-40, 15-41
28	4/28			Catch-up and Review for Final		
29		4/30		Review for Final		
			<i>Saturday, May 9th</i>	ALL SECTIONS: 11-1 pm Location TBD Chapters 2, 3, 6, 7, 10, 11, 13, 15	<i>No early exams will be given!</i>	

Undergraduate Program Learning Goals and Objectives (last update 12/21/17)

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