



ACCT 410x - Foundations of Accounting

Syllabus - Fall 2021 (subject to change)

Section 14093R 12:00 - 1:50pm MW (ACC 201)

Section 14096R 2:00 - 3:50pm MW (ACC 201)

Section 14097R 4:00 - 5:50pm MW (ACC 201)

Professor: Tracie Majors

Office: ACC 119

Office Phone: 213/821-9878

Office Hours: Tuesday 3:00 - 5:00 (**BY ZOOM** - link posted on Blackboard); Wednesday 10:00 - 11:30 (**IN OFFICE**); and by appointment (also feel free to email me at any time).

E-mail (best way to contact me): tmajors@marshall.usc.edu

COURSE DESCRIPTION

This course provides an introduction to both financial and management accounting. Accounting, in general, is a system that provides quantitative information to people for decision-making purposes. Financial accounting systems summarize the events and transactions of businesses for external users, such as banks and investors. Management accounting systems summarize important phenomena for internal users, such as marketing managers. There is greater emphasis in this class on financial accounting because many of you will use financial accounting at some point in your lives, e.g., when making decisions about which stocks to buy. The presentation will consist of moderately technical expositions of concepts and material, but the primary focus will be that of the user (rather than the preparer) of accounting information.

This course is intended for those with limited or no prior business coursework. **The course is not open to students who have credit for other accounting courses, including BUAD 280 and 281 (or a similar course at another 4-year university).** This course satisfies the requirement for the business minor (and for other departments' majors); however, it cannot be used toward a degree in accounting or business. Students who successfully complete the course are eligible to apply to the Leventhal School of Accounting's Masters programs.

LEARNING OBJECTIVES

The overall goal of this course, as mentioned above is to introduce you to financial accounting and management accounting. Subsumed under this goal are several specific learning objectives and desired outcomes:

- You should gain factual knowledge of important financial and management accounting terminology, including, for example: asset, liability, equity, balance sheet, income statement, statement of cash flows, net income, current ratio, accounts receivable, inventory, revenue, cost of goods sold, FIFO, LIFO, fixed cost, variable cost, job order costing, and activity-based costing.

- *The desired outcome for this objective is that you be able to define and describe these terms. For example, you might be asked to define the term "asset" and give an example.*
- You should gain factual knowledge of the placement of various items in annual reports, including, for example, net income, dividends paid, and operating cash flows. That is, you should learn on which financial statements these items appear and where, if applicable, or in which part of the annual report the item appears.
 - *The desired outcome for this objective is that you be able to state where items appear in the annual report. For example, you might be asked to state on which financial statement you would find dividends paid.*
- You should learn fundamental financial and management accounting principles. For example, you should learn the balance sheet equation; the effects of transactions and events on asset, liability, and equity accounts; revenue and expense recognition principles; effects of transactions and events on cash flows; various methods of calculating inventory values and depreciation; the method for calculating breakeven point; methods for calculating product costs; and so forth.
 - *The desired outcome for this objective is that you be able to describe these principles. For example, you might be asked whether a particular transaction increases or decreases a particular account's balance.*
- You should learn to apply the above factual knowledge to novel situations. That is, you should be able to apply the definitions and descriptions of important terms, and apply your knowledge of placement of items in financial statements.
 - *One desired outcome for this objective is that you be able to classify examples of concepts, and locate items in annual reports. For example, you might be asked to determine whether a particular item is an asset or a liability (or neither), or locate dividends in a given set of financial statements.*
 - *A second desired outcome for this objective is that you be able to critically read media articles that use financial accounting and management accounting terms. For example, you might be asked to read an article about a company's performance and identify instances of impression management.*
- You should learn to apply the above accounting principles to novel situations. For example, you should be able to state (and/or calculate) the dollar effects of a particular transaction (like purchase of materials on credit) on particular accounts like inventory and accounts payable). As another example, you should also be able to calculate the total cost of a manufactured product.
 - *The desired outcome for this objective is that you be able to calculate various accounting figures (e.g., account balances, costs, etc.) using fundamental accounting principles. For example, you might be told that a company borrowed funds from a bank and asked to record the dollar increases or decreases to specific accounts caused by this transaction.*

- You should begin to learn how to read and critically analyze financial statements using the above factual knowledge and principles. Specifically, using your understanding of important terms, the effects of transactions and events on accounts, and the definition and underpinnings of financial ratios, you should begin to be able to make assessments of firms' economic "health" and performance based on their financial statements.

-- *The desired outcome for this objective is that you exhibit a rudimentary understanding of the use of financial ratios and other tools for analyzing financial statements. For example, you might be asked which ratios are appropriate for assessing a firm's solvency and be asked to compare and evaluate two companies based on these ratios.*

To achieve the above learning objectives, I will employ a combination of background reading, interactive lecture, working problems during class sections (individually, together as a class, and in groups), at-home quizzes, and exams. There will also be, for some class sessions, required or optional take home problems. The required problems are listed in the course calendar. The optional problems are included at the end of the course slides for that class session. Research on learning indicates that it is very difficult to gain anything more than a superficial understanding of material without practice and feedback, so this class incorporates a substantial amount of both. Attending class sessions (or watching recorded class sessions if you have obtained approval for an exception to attending class; see **Classroom Policies** section that follows) is very important to achieving these learning objectives.

REQUIRED TEXTBOOKS AND READINGS

The following texts are required for this course:

- Porter, G.A. and C. L. Norton. Using Financial Accounting Information: The Alternative to Debits and Credits (10th edition, ISBN 978-1337276337 or 1337276337). NOTE: This book is available through the bookstore, Amazon, etc. Feel free to rent the hardcover book, buy a used hardcover book, or get the ebook - whatever works for you. You do not need access to any supplemental materials or resources that might be provided only with one version of the book.
- SELECTED CHAPTERS from Garrison, R.H., E.W. Noreen, and P.C. Brewer, Managerial Accounting (17th edition), a custom bundle available online. I will provide you with instructions as to how to obtain this bundle.

There also will be readings from the business press, which I will post on Blackboard. Additionally, you will find it helpful to have a simple calculator in class each day as we often will work problems during class sessions.

PREREQUISITES AND/OR RECOMMENDED PREPARATION

The course has no prerequisites and requires no special skills. The quantitative aspects of the course require only elementary math skills, and you are allowed to use a calculator.

COURSE NOTES

I will post slides and handouts to our class Blackboard site prior to class. In my experience, some students prefer to learn during class by taking notes within the electronic slides - thus, you are welcome to download the slides and use them during class on your laptop or tablet. Alternatively, I

have observed that some students prefer to take notes “by hand.” You should choose the approach that works best for you.

I will post exams from a prior year of this course for you on Blackboard, as we cover the relevant material. These are intended to help you practice for exams, as well as solidify your understanding of the material.

Please make sure that you are able to access Blackboard after the first class meeting. I will communicate with you through Blackboard (which is connected to your USC email account). Please make sure that you have your USC email forwarded to another account if you do not check your USC email account frequently.

CLASSROOM POLICIES

1. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom.
2. Any student with such accommodations should submit their accommodation document to me as soon as possible. I will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
3. Students who are experiencing illness should not attend class in person. Please inform me in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

GRADE COMPOSITION

Total points for this course are 1000. Your letter grade will be determined based on your relative performance. The 1000 points for the course are divided as follows:

Component	Points
Exam 1	270 (27.0%)
Exam 2	280 (28.0%)
Final Exam (NOT CUMULATIVE)	270 (27.0%)
At-Home Quizzes (Top Five of Six)	100 (10%)
Participation	80 (8%)
	1000 (100%)

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

GRADING AND ASSIGNMENT DETAIL

Graded Assignments

At-home quizzes will be taken on Blackboard and are scored for accuracy. Unless I indicate otherwise, each quiz will be due by the start of the class session where it is scheduled, with “start” being defined by the section in which you are registered (see course calendar at the end of this

syllabus). The quiz will be posted on Blackboard shortly after the class session that immediately precedes the class session where the quiz is due. You can attempt the quiz questions as often as you would like prior to the due date/time. Because the objective of the quizzes is to facilitate your learning of the material, only your highest score will be counted. You must submit the quiz into Blackboard by the due date/time to get credit. To facilitate this, I strongly recommend that you begin the quiz well before the due date/time to allow for any technical issues. You can view your submission in the Blackboard gradebook, and it is your responsibility to confirm that your quiz was validly received by Blackboard by the due date/time. Please contact me ASAP if you experience any issues. There will be 6 quizzes, and I will count the top 5 scores (i.e., drop the lowest score).

Exams will be taken in a class session (in the section for which you are registered), and will be administered on paper. Exams will be scored for accuracy. You will be permitted to use a simple calculator. You are not permitted to discuss the exam with classmates or any other individuals. Preparing for exams is facilitated by keeping up with the work in class, reworking problems that we have done in class, trying other problems that I will suggest (i.e., the take home problems), and practicing with exams from a prior year that I will post on Blackboard.

As described in the Class Policies section, if you have obtained an approved exception to attending class, I will provide you with an alternative means to complete the exam. I will contact you about the specific arrangements.

Following is additional information about exams.

- The first midterm, which will be **in class on Wednesday, September 22nd**, will cover the material presented from August 23rd through September 20th.
- The second midterm exam, which will be **in class on Wednesday, October 27th**, will cover the material presented from September 27th to October 25th. It will not be cumulative *per se*, except to the extent that the material covered from September 27th to October 25th requires knowledge of previously covered material (and this is true to a LARGE extent).
- The final exam (which will be on **Friday, December 10th, 11:00AM - 1:00PM for the 12:00 section; Friday, December 10th, 2:00 - 4:00PM for the 2:00 section; Wednesday December 8th, 4:30 - 6:30PM for the 4:00 section**), will cover the material presented from November 1st through December 1st. Again, this exam will not be cumulative *per se*, except to the extent that the material covered from November 1st through December 1st requires knowledge of previously covered material (and this is true to only a small extent).

Participation will be assessed by me each class session, and will include three main dimensions. First, in each class, I will ask you to provide your thoughts to a question that I will pose in class. I will collect your answers (on sheets that I will hand out); good faith attempts will receive full credit. Second, I will assess your personal contributions to our class discussion; examples of contributions would be answering questions that I pose and asking thoughtful questions about the material. Third, I will factor good “classroom citizenship” into your participation grade. Examples of good citizenship include: (1) helping us maintain a professional classroom environment (e.g., abiding by the new University regulations to keep a healthy in-person classroom), (2) showing interest in your fellow classmates’ comments and thoughts (e.g., by both listening to and following up on others’ comments), (3) being attentive and focused throughout class (very important for your and others’ learning), and (4) working productively with your classmates when I assign group work in class (e.g., helping others in your group).

As described in the Class Policies section, if you have obtained an approved exception to attending class, I will provide you with an alternative means to assess your participation. These will vary across class sessions and will include the in-class question that I pose, as well as an additional assignment (e.g., submitting a summary of the top three points that you learned from the recorded class session, responding to a question that relates to the in-class learning exercises that took place, submitting your answer to a take-home problem).

Finally, there are 24 days for which I will assess class participation (exam days, the first day, and the slack day will not be included). To accommodate for your not being able to attend class due to illness, your participation grade will be determined based on your top 20 participation scores.

Policy for Making up Exams

It is to your advantage to take all exams at the time they are given.

With regard to exams, the policy of the Leventhal School of Accounting is that you should not miss exams unless there is a very serious emergency AND you can properly document this emergency. Also, to the extent possible, you must inform me of the emergency prior to the exam (I understand that this is not always possible). If you miss an exam for something other than a serious emergency and/or you cannot provide documentation, you will receive a grade of -0- on the exam. If there is a serious emergency and you can provide proper documentation and, where possible, notify me of the situation prior to the exam, I will not give a makeup exam. Instead, I will determine your grade from the remaining exams and the quizzes. That is, I will “gross up” the points from the other exams so that it is as if you are operating on a 1000-point scale. This policy works to your advantage (which is why I have implemented it) for two reasons. First, it is virtually impossible to create makeup exams that are of the same level of difficulty as the original exam; thus, I tend to err on the side of more difficult when creating the makeup one. Second, if you have experienced an emergency, your performance on an exam shortly thereafter likely would be compromised.

The final exam must be taken at the scheduled time unless an incomplete contract has previously been approved according to Leventhal School of Accounting guidelines.

Policy for Regrading Exams

If you believe that your exam has been graded in error, I am happy to regrade it if you do the following. For a simple mistake, such as an addition error or a multiple-choice answer marked wrong incorrectly, please just show me the error. For a more complicated issue such as a debate about an essay answer or an answer to a longer problem, please put your concern in writing. NOTE: For either type of issue, you must contact me within 10 days of receiving the quiz or exam. If I do not receive a request for regrading within 10 days of your receipt of the quiz or exam, the grade will be considered final. Additionally, I reserve the right to regrade the entire quiz or exam.

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from

the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

I've summarized some key dates below:

- The last day to add the class, or withdraw without receiving a "W" and receive a refund, is September 10th.
- The last day to change enrollment option to Pass/No Pass is September 10th.
- The last day to withdraw without receiving a "W" on the transcript (with no refund, and the "W" will still appear on the student record and STARS report) is October 8th.
- The last day to change a Pass/No Pass to a letter grade is October 8th.
- The last day to drop the course with a mark of a "W" is November 12th.

Retention of Graded Coursework

Quizzes and exams will be retained for one year after the end of the course, consistent with University policy.

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" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on research misconduct at <https://policy.usc.edu/research-and-scholarship-misconduct/>.

Student Well-being 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 suicidepreventionlifeline.org

Provides 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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 <https://eeotix.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.

Office of Student Accessibility Services - (213) 740-0776 <https://osas.usc.edu> SASfrntd@usc.edu
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. 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. 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 Student Accessibility Services (<https://osas.usc.edu>). OSAS 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 OSAS each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

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 microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

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, or 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) 442-1200 – 24/7 on call dps.usc.edu
Non-emergency assistance or information.

Trojans Care for Trojans – (213) 740-0411 <https://campussupport.usc.edu/trojans-care-4-trojans/>

USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This private and anonymous request form provides an opportunity for Trojans to help a member of our Trojan Family.

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.

USE OF RECORDINGS

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

Course Calendar

Key Dates

Wednesday, 9/22 – Exam 1

Wednesday, 10/27 – Exam 2

Friday, 12/10 for the 12:00 and 2:00 sections or **Wednesday, 12/8** for the 4:00 section – Final Exam

Review Quiz 1 – **due Friday, 9/3, by 5:00 PM**

Review Quiz 2 – **due by start of class on 9/15**

Review Quiz 3 – **due by start of class on 10/6**

Review Quiz 4 – **due by start of class on 10/18**

Review Quiz 5 – **due by start of class on 11/10**

Review Quiz 6 – **due by start of class on 11/17**

Legend for Reading Assignments

PN = Porter and Norton, *Using Financial Accounting Information: The Alternative to Debits and Credits* (10th edition)

GNB = Garrison, Noreen, and Brewer, *Managerial Accounting* (17th edition)

Note: *Required* take home problems are listed in the syllabus. *Optional* take home problems will also be provided for some classes (and will be included at the end of the class slides).

Class No.	Date	Topic(s)	Pre-Class Activities
		<i>Part I: Financial Accounting</i>	
1	Mon., 8/23	Introduction to course; Purposes of accounting	None
2	Wed., 8/25	Introduction to financial accounting; Balance sheet (I)	Read: Syllabus (please read thoroughly) PN – Ch.1, pp. 4-25; Ch. 2, pp. 52-53 (end with Example 2-1) Do: Answer take-home questions (see Class 1 slides)
3	Mon., 8/30	Balance sheet (II)	Read: PN – Ch. 2, pp. 53 (start with “Qualitative Characteristics), 55, 57-61; Ch.4, pp. 150- 152

Class No.	Date	Topic(s)	Pre-Class Activities
4	Wed., 9/1	Balance sheet (III); Income statement (I)	Read: PN – Ch. 2, pp. 62-64, 70-71; Ch. 3, pp. 102-104 (transactions 1-4), 104-105 (transaction 8), 105-108 Article – <i>The Earnings Game</i> (on Blackboard) Do: Cato Company problem (see Class 3 slides)
	Fri., 9/3		Do: Take review quiz 1 (due by 5:00 PM) (will be posted shortly after class on 8/30)
	Mon., 9/6	LABOR DAY - NO CLASS	
5	Wed., 9/8	Income statement (II)	Read: PN – Ch. 3, p. 104 (transactions 5-7); Ch 4, pp. 149-157, 165 (Example 4-10)
6	Mon., 9/13	Income statement (III)	Read: PN – Ch. 4, pp. 158-160, 162-163 (Example 4-8), 173-174; Ch. 8, pp. 368-370 (stop after Example 8-8) Do: Waverly Company problem (see class 5 slides)
7	Wed., 9/15	Income statement (IV)	Read: PN – Ch. 2, pp. 65-66; Ch. 4, pp. 164-165 (Example 4-9), 168-170 Article – <i>Which Number is the Real McCoy</i> (on Blackboard) Do: Transaction entries for Sprinkle Company Take review quiz 2 (due by start of Class 7 for your section)
8	Mon., 9/20	Reading an annual report	Read: PN – Ch. 4, pp. 76-78; Ch. 6, pp. 285-296
9	Wed., 9/22	Exam 1	
10	Mon., 9/27	Basic financial statement analysis	Read: PN – Ch. 13, pp. 624 (stop at inflation), 629-634 (stop after reading Example 13-8), 638 (just debt-equity), 641-646 (stop at dividend ratio)

Class No.	Date	Topic(s)	Pre-Class Activities
11	Wed., 9/29	Cash, accounts receivable, and revenues (and related accounts) (I)	Read: PN – Ch. 4, pp. 161-162 (Examples 4-6, 4-7); Ch. 5, pp. 211-213 (Net Sales section); Ch. 6, p. 278; Ch. 9, pp. 412-413 (only warranties)
12	Mon., 10/4	Cash, accounts receivable, and revenues (and related accounts) (II); Inventory and cost of goods sold (I)	Read: PN – Ch. 7, pp. 312-321 (up to part B.), 334 (only Accounts Receivable part); Ch. 5., p. 210 (just down to “three types...”) Do: Bombeck Co. problem
13	Wed., 10/6	Inventory and cost of goods sold (II)	Read: PN – Ch 5., pp. 213-218, 222-227 (but skip Specific Identification Method) Do: Take review quiz 3 (due by start of Class 13 for your section)
14	Mon., 10/11	Inventory and cost of goods sold (III); Property, plant, and equipment (I)	Read: PN – Ch 5., pp. 228-229, 235, 237-241 (skip part B. on p. 239); Ch. 8, p. 358
15	Wed., 10/13	Property, plant, and equipment (II); Intangibles	Read: PN – Ch 8., pp. 359-370, 372-380 (down to part B) Article – <i>Goodwill Sparks Deep Division, at Least on Balance Sheets</i>
16	Mon., 10/18	Investments; Time value of money	Read: PN – Ch 8., pp. 327-332 (ignore journal entries); Ch. 9, pp. 415-426 Do: Take review quiz 4 (due by start of Class 16 for your section)
17	Wed., 10/20	Current liabilities; Noncurrent liabilities (I)	Read: PN – Ch 9., pp. 404-405, 407 (Ex 9-3), 408-414; Ch 10, pp. 456-462
18	Mon., 10/25	Noncurrent liabilities (II); wrap up of assets and liabilities	Read: PN – Ch. 10 pp. 463-466, pp. 473-477 Do: Take home bond problem (see Class 17 slides)
19	Wed., 10/27	Exam 2	
20	Mon., 11/1	SLACK DAY FOR ILLNESS, CATCHUP	

Class No.	Date	Topic(s)	Pre-Class Activities
21	Wed., 11/3	Owners' equity; Statement of cash flows (1)	Read: PN – Ch. 11, pp. 502-509, 511-514, 519-520; Ch 12, pp. 556-562 (through Exhibit 12-2), 565, 579-580
22	Mon., 11/8	Statement of cash flows (II)	Read: PN – Ch. 12, pp. 575-577 Article – <i>Accounting Shenanigans on the Cash Flow Statement</i> (on Blackboard)
		Part II: Management Accounting	
23	Wed., 11/10	Introduction to management accounting; Accumulating product costs (I)	Read: GNB – Ch. 1, pp. 27-32; Ch. 2, pp. 61-70, 74 Do: Take review quiz 5 (due by start of Class 23 for your section)
24	Mon., 11/15	Accumulating product costs (II)	Read: GNB -- Ch. 3, pp. 104-113, 117-122
25	Wed., 11/17	Accumulating product costs (III); Decision- making with costs (I)	Read: GNB – Ch. 2, p. 73; Ch. 1, pp. 32-35 Article: <i>Understanding Activity-Based Costing</i> (on Blackboard) Do: Take review quiz 6 (due by start of Class 25 for your section)
26	Mon., 11/22	Decision-making with costs (II)	Read: GNB – Ch. 1, pp. 37-38, 41-42; Ch. 5, pp. 191-195, 198-208
	Wed., 11/24	NO CLASS - THANKSGIVING BREAK	
27	Mon., 11/29	Performance evaluation using costs (I)	Read: GNB – Ch. 10, pp. 441-452

Class No.	Date	Topic(s)	Pre-Class Activities
28	Wed., 12/1	Performance evaluation using costs (II); wrap-up of management accounting	Read: GNB - Ch. 10, pp. 454-457