



**BUAD 281 – INTRODUCTION TO MANAGERIAL ACCOUNTING
SYLLABUS – SPRING 2022**

Units: 3

Meets: Monday/Wed, 12:30 pm – 1:50 pm JFF Room 223

Professor: George Braunegg

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Office: ACCT 229

Office Hours: Monday / Wednesday 3:45 PM – 4:45 PM & by appointment

NOTE: BUAD 281 has a common Final for all Sections that IS NOT consistent with the University's Class Day and time Final Schedule

**THE BUAD 281 FINAL WILL BE HELD ON SATURDAY, MAY 7 AT 11 AM
NO EXAMS WILL BE GIVEN PRIOR TO THIS DATE; NO EXCEPTIONS**

Important Dates

First day of classes: Monday, January 10, 2022

Last day to add: Friday, January 28, 2022

Last day to drop without a mark of "W" & receive a refund: Friday, January 28, 2022

Last day to withdraw without a "W" on transcript: : Friday, February 25, 2022

Last day to change pass/no pass to letter grade: Friday, February 25, 2022

Last day to drop with a mark of "W": Friday, April 8, 2022

Last day of classes: Friday, April 29, 2022

End of session: Wednesday, May 11, 2022

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

To achieve these learning objectives, a combination of background reading and quizzes, interactive discussion, class activities and practice problems will be utilized. Interactive discussion and class activities are

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.

Learning Objective By the end of the semester, you must be able to:	Bloom's skill level	Assessments
1. Recognize the key principles and assumptions used by accountants when providing information to management and other stakeholders and demonstrate your understanding of these.	Remember & Understand	Solving in class and homework problems, Quizzes and Exams
2. 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.	Analyze	Solving in class and homework problems, Quizzes and Exams
3. 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.	Understand & Apply	Solving in class and homework problems, Quizzes and Exams
4. 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.	Apply & Analyze	Solving in class and homework problems, Quizzes and Exams
5. 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.	Understand & Analyze	Solving in class and homework problems, Quizzes, Exams and group project.
6. Describe 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.	Understand	Solving in class and homework problems, Quizzes and Exams
7. Create a startup company and perform market and competitor analysis, prepare written report and final presentation.	Create	Memos, Excel budget and presentation

Required Materials

- **Electronic Textbook (required): *Managerial Accounting: Creating Value in a Dynamic Business Environment*, Hilton, Ronald W., Platt, David E., 12th Edition McGraw Hill (2020).**
- **McGraw Hill On-line Platform (required): Smartbooks and Connect.**

You will need both the electronic textbook and on-line access to Learnsmart & Connect.

Marshall has negotiated a package price of \$80 for the electronic version of the Book & access to Connect.

You can obtain information regarding the purchase directly from McGraw Hill by clicking on ANY Reading or Homework Assignment listed on Blackboard or by clicking the link below:

https://connect.mheducation.com/class/g_braunegg_spring_2022_1

A hard copy of the Textbook may also be purchased at the USC Bookstore.

Prerequisites and/or Recommended Preparation:

BUAD 280 Introduction to Financial Accounting.

Course Notes:

This course will utilize Blackboard for course materials such as Power Point slides, McGraw Hill LearnSmart and Connect for reading, quizzes and homework.

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 scores will be weighted as follows:

	Points	% of Grade
Smartbook Readings (see below for more insight)	0	0
Participation – in-class activities	20	4%
Connect Homework	60	12%
Team Semester Project (incl. peer review)	65	13%
Excel Budgeting Assignment	5	1%
Mid-Term Exam #1	100	20%
Mid-Term Exam #2	100	20%
Final Exam	150	30%
Total	500	100%

Final grades represent how you perform in the class relative to other students. Historically, the average grade for this class is about a 3.3 (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.

Tutoring

There will be a pool of tutors available for the BUAD 281 courses provided by the Leventhal School of Accounting at no cost. The list of tutors, their time availability and location, will be posted on Blackboard during the second week of courses.

Collaboration policy (for non-quiz/exam assignments)

Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the “Academic Integrity and Conduct” section below for further details. For more information about unauthorized collaboration, visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html.

SmartBook Readings

You should complete the SmartBook textbook readings prior to the start of each lecture. Although no points would be awarded, it is highly recommended you do these readings ahead of time to solidify your understanding of the material taught on each lecture.

Note: Not every learning objective from every chapter will be covered. While you may read the entire chapter, only those Learning Objectives listed on the Course Calendar/Schedule are “Required”, e.g. for Class 14, only Chapter 11 Learning Objectives 11.1, 11.2 are required.

Participation:

This will be explained by your professor during the first week of classes. Typically, there will be activities in the class related to the topic that is covered. You will receive participation points for the day based upon your participation in those activities. These points will be assigned periodically throughout the semester. 1 Class Participation Point is available for those classes highlighted in **Yellow** on the Course Calendar. 2 Class Participation Points are available for one of the two classes highlighted in **Blue** on the Course Calendar. To earn 2 points a student must attend class on the date that IS NOT when their team makes their Class Project Presentation.

Students are expected to be in-person except when the University decides that classes will be virtual. Our class will be virtual the first week of class (1/10-1/14). Classes will be in-person starting 1/18.

It is expected that your camera will be on throughout the class when you are on-line if you wish to receive participation points. If you have a valid reason for not being on camera, please contact your professor prior to class.

If you are unable to attend class in-person, you must email your professor, in-advance with a valid reason and plan with your professor for participation points.

Connect Homework Assignments

The Connect homework assignments are due after wrapping up each topic and/or textbook chapter every week. Please refer to the course schedule for the respective due dates for each Connect assignment. You will have **two attempts per assignment** to get to the correct answer and thus improve your overall score. The assignments will be auto-graded in Connect. Moreover, you will be able to check your answers 1 hour after the respective due dates; specific references are provided in Connect as to where the answers can be found.

Team Semester Project

The team project has been designed to help you apply many of the concept that you have learned in class to a “start-up” **manufacturing** company. The project comprises three parts and each part is due at a different date along the semester. You will receive more instructions on the project requirements during class and on Blackboard ahead of time.

Furthermore, your grade for your individual contribution to the team project would be assessed by myself, based on my observations of team’s working dynamics, my assessment of the team’s project quality, and thoughtful consideration of the information provided through peer evaluations. For more insight on the peer input evaluation criteria, refer to Appendix II at the end of the syllabus.

Team Project Presentation

Each team will conduct a twelve minute in-class presentation summarizing the findings of your “start-up” company. More specifically, your team presentation should sum up your company’s product(s), the business model, the business strategy your team would pursue to successfully launch the product(s) into market, the competitive landscape of the industry, plus other important pieces of data, including your company’s Master Budget. Of critical importance is, all members of your team must distribute the work equally in formulating the presentation. Also, every member of your team must present to the class. Not doing so would result in zero points for this part on your overall grade. Likewise, further information will be provided ahead of time on the specifics of your team presentation.

EXAMS

There are **two mid-term exams** and **one final exam**. Each mid-term exam includes roughly 1/3 of the course material, about 4 chapters, covered throughout the semester. Each mid-term exam represents 20% of your overall grade and will be held during class time at the designated dates. Please refer to the course schedule for the exam dates.

The **final exam** represents 30% of your course grade. It is cumulative and will include specified chapters that we covered over the entire semester. Please refer to the course schedule for specific chapters to be included.

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THE FINAL EXAM IS SCHEDULED ON SATURDAY, MAY 11TH AT 11 AM; NO EXAMS WILL BE GIVEN PRIOR TO THIS DATE; NO EXCEPTIONS.

- **Policy on Makeup exams** - If you have a known schedule conflict for any exam, please discuss it with me immediately, otherwise there are no makeup exams. Additionally, if an illness or unforeseen emergency arises, you must contact me as soon as possible.

Technology Requirements

For students opting to take classes on Zoom, the following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
 - Google Chrome
 - Firefox
 - Internet Explorer (not recommended)
 - Safari (Mac)

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System** (MarshallTALK)
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
 - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “**Help**” link on the upper right.
 - Log in using your Marshall username and password. (If you don't know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or

Use of Recordings Policy

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.

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 work electronically to you, it is your responsibility to file it.

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 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

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.

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

usc-advocate.symplcity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Course Calendar

Class	Date	Topic	Required Reading	Homework Due by 12:30 pm
1	1/10	Course Overview & Introductions		
2	1/12	The role of Managerial Accounting	Chapter 1	
	1/17	No Class- University Holiday		
3	1/19	Basic Cost Management Concepts	Chapter 2	
4	1/24	Basic Cost Management Concepts		
5	1/26	Product Costing and Cost Accumulation	Chapter 3	2-29, 2-30, 2-40 5 Points
6	1/31	Product Costing and Cost Accumulation;		
7	2/2	Activity-based costing and management	Chapter 5	3-24, 3-28, 3-31 5 Points
8	2/7	Catch-up and Review for Midterm 1	Chapters 1, 2, 3, & 5	5-33, 5-46 4 Points
9	2/9	Midterm 1 Chapters 1,2, 3, 5		
10	2/14	Cost Behavior and Cost Estimation	Chapter 6	
11	2/16	Cost volume profit analysis	Chapter 7	6-24, 6-30, 6-34 6 Points
	2/21	No Class- University Holiday		
12	2/23	Cost volume profit analysis		
13	2/28	Class Project Team Overview Financial Planning & Analysis: Budgeting	Chapters 9	7-29, 7-33, 7-40 10 Points
14	3/2	Flexible Budgeting. Excel Budgeting Assignment Overview	Chapter 11 Only LO 11-1 & 2	9-25, 9-28, 9-30 5 Points
15	3/7	Standard Costing Variance Analysis	Chapter 10 Chapter 11 Appendix B - Only	11-31 2 Points Excel Assignment 5 Points

Class	Date	Topic	Required Reading	Homework Due by 12:30 pm
16	3/9	Standard Costing Variance Analysis		Class Project Part 1 Due 15 Points
	3/14 & 3/16	No classes Spring Break		
17	3/21	Catch-up and Review	Chapters 6, 7, 9, 10, 11 (partical)	10-26, 10-30, 11-52 6 Points
18	3/23	Midterm 2 Chapters 6, 7, 9, 10 & 11 (partical)		
19	3/28	Class Project Team Working Session & Meeting between Professor and Teams		
20	3/30	Investment Centers	Chapter 13 Only LO 13-1,2,3,4,	
21	4/4	Investment Centers		Class Project Part 2 Due 25 Points
22	4/6	Business Decision Making	Chapter 14	13-29, 13-33 5 Points
23	4/11	Class Project Team Presentations		Class Project Part 3 Due 20 Points
24	4/13	Class Project Team Presentations		
25	4/18	Business Decision Making		Class Project Peer Review Due 0 – <12.5> Points
26	4/20	Capital Expenditure Decisions	Chapter 16 – Section 1 ONLY (16.1,2,3)	14-35, 14-40 6 Points
27	4/25	Capital Expenditure Decisions		
28	4/27	Catch- up and Final Review		16-28, 16-40 6 Points
Final		Saturday May 7th 11:00 am – 1:00 PM		Final: Chapters 2, 3, 6, 7, 12,13, 14

Appendix I
USC Marshall School of Business
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
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Appendix II Peer Input Evaluation Form for Class Team Project

Grades for individual student contributions to team projects are assigned by the Professor, based on observations of the team’s working dynamics, assessment of the team’s project quality, and thoughtful consideration of the information provided through your peer evaluations.

Failure to complete and submit a Class Project Peer Evaluation Form by the deadline stated in the Course Calendar above will result in the loss ½ of the points earn for Part 2 up to a loss of 12.5 points.

Illustrative PEER EVALUATION FORM

Your Name: *First & Last Name*

Use the template below to evaluate the performance of yourself and each member of your Team on a scale of 1 to 5, where

5 = Always, 4= Often, 3=Sometimes/Occasionally, 2=Rarely, 1=Never

Assessor	Team Member Names					
	First & Last Name	Team Member Name				
Attended and was engaged in team meetings from beginning to end						
Asked important questions and/or made valuable suggestions						
Listened to and acknowledged suggestions from every team mate						
Took initiative to lead discussions, organize and complete tasks						
Contributed to organizing the assignment						
Contributed to writing the assignment						
Demonstrated commitment, completed tasks on time in a quality manner						
Was cooperative and worked well with others						
I would welcome the opportunity to work with this team member again.	N/A					

Percentage of the Overall Project Workload contributed by

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In the space below describe contributions to the assignment by each Team Member

First & Last Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	

In the space below describe how you and your teammates could have been more effective.

First & Last Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	