

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

**Monday and Wednesday (3 units) 2pm and 4 pm in JFF233**

**THE FINAL EXAM IS SCHEDULED ON SATURDAY, MAY 7<sup>th</sup> at 11 AM– NO EXAMS WILL  
BE GIVEN PRIOR TO THIS DATE; NO EXCEPTIONS**

**Professor:** Rose Layton  
**Office:** Leventhal School of Accounting Bldg. – ACCT 112  
**Email:** [rlayton@marshall.usc.edu](mailto:rlayton@marshall.usc.edu);  
**Zoom room:** Rose Layton’s Zoom Meeting and Office Hour Room  
<https://uscmarshall.zoom.us/j/96085396310?pwd=TEpCYXZOd1Jmc1o1Y1ZsbGxKSjRTdz09>  
**Office Hours:** Mondays: 12:30-1:50pm in ACCT 112; Sundays: 7-8:00 pm Zoom; and by appointment

**Course Description**

This is an introduction to managerial accounting course for undergraduate students whose majors require:

- understanding the impacts management choices have on organizations;
- knowledge of basic management accounting tools, techniques and best practices;
- and the ability to leverage the variety of information the accounting discipline provides managers and organizational decision makers.

The primary focus of the course is the development, presentation and understanding of accounting information useful to a variety of stakeholders when analyzing results and supporting decisions related to: business operations, product costing and overhead application, sales volume and organizational profits, budgeting and planning 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.

<b>Learning Objective</b>	<b>Bloom’s skill level</b>	<b>Assessments</b>
By the end of the semester, you must be able to:		
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, 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., 12<sup>th</sup> Edition McGraw Hill (2020).**
- **McGraw Hill On-line Platform (required): LearnSmart and Connect.**

You will need **both** the electronic textbook and on-line access to Learnsmart & Connect. Information on how to purchase directly from the publisher is available on Blackboard. Also, it can 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 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:

	<b>Points</b>	<b>% of Grade</b>
Smartbook Readings (see below for more insight)	0	0
Participation – in-class activities	25	5%
Connect Homework	50	10%
Team Semester Project (incl. peer review)	75	15%
Mid-Term Exam #1	100	20%
Mid-Term Exam #2	100	20%
Final Exam	150	30%
<b>Total</b>	<b>500</b>	<b>100%</b>

Final grades represent how you perform in the class relative to other students. The average grade for this class is expected to be 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](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.

### **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 weekly.

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 **three 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 immediately after the respective due dates; specific references are provided in Connect as to where the answers can be found. Homework submitted late is subject to a 20% reduction per day it is submitted late.

### **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.

**THE FINAL EXAM IS SCHEDULED ON SATURDAY, MAY 7<sup>th</sup> 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](mailto: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](mailto: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](http://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.

### **ADDITIONAL INFORMATION**

#### **Session Dates (session code 001)**

**First day of classes:**

Monday, January 10, 2022

**Last day to add:**

Friday, January 28, 2022

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

Friday, January 28, 2022

**Last day to withdraw without a "W" on transcript or 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

### **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](http://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](http://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](http://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

[eotix.usc.edu](http://eotix.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.symplicity.com/care\\_report](http://usc-advocate.symplicity.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](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

Non-emergency assistance or information.

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

[ombuds.usc.edu](http://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](mailto:otfp@med.usc.edu)

[chan.usc.edu/otfp](http://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.

Class Session	Date Monday	Date Wednesday	Topic	Advanced Reading: due prior to class time	Homework (Connect)
1	1/10		Introductions		
2		1/12	The crucial role of managerial accounting	Chapter 1-read	
	1/17		No Class- University Holiday		
3		1/19	Basic Cost Management Concepts	Chapter 2-read	
4	1/24		Basic Cost Management Concepts	Chapter 2	2-29, 2-30, 2-40
5		1/26	Product Costing and Cost Accumulation	Chapter 3-read	
6	1/31		Product Costing and Cost Accumulation; Activity-based costing and management	Chapter 3 Chapter 5- read	3-24, 3-28, 3-31
7		2/2	Activity-based costing and management	Chapter 5	5-33, 5-46
8	2/7		Catch-up and Review for Midterm 1	Chapters 1, 2, 3, 5	
9		2/9	Midterm 1	Chapters 1, 2, 3, 5	
10	2/14		Cost Behavior and Cost Estimation	Chapter 6-read	
11		2/16	Cost Behavior and Cost Estimation; Cost volume profit analysis	Chapter 6 Chapter 7- read	6-24, 6-30, 6-34
	2/21		No Class- University Holiday		
12		2/23	Cost volume profit analysis	Chapter 7	7-29, 7-33, 7-40
13	2/28		Cost volume profit analysis; Financial planning and analysis: the master budget	Chapter 7 Chapter 9- read	
14		3/2	Financial planning and analysis: the master budget	Chapter 9 Chapter 11-read (Only 11.1)	9-25, 9-28, 9-30
15	3/7		Standard costing and analysis of direct costs	Chapter 10-read	Project Part 1 due

16		3/9	Standard costing and analysis of direct costs	Chapter 10	10-26, 10-30
<b>Class Session</b>	<b>Date Monday</b>	<b>Date Wednesday</b>	<b>Topic</b>	<b>Advanced Reading: due prior to class time</b>	<b>Homework (Connect)</b>
	3/14	3/16	No classes Spring Break	Enjoy!!	
17	3/21		Catch-up and Review	Chapters 6, 7, 9, 10, partial 11	
18		3/23	Midterm 2	Chapters 6, 7, 9, 10, partial 11	
19	3/28		TBA		
20		3/30	Investment Centers	Chapter 13- Read (Only 13-1,2,3,4)	
21	4/4		Investment Centers	Chapter 13- (Only 13-1,2,3,4)	Project Part 2 Due 13-29, 13-33
22		4/6	Decision making: relevant costs and benefits	Chapter 14 -read	
23	4/11		Team Presentations		Project Part 3 Due
24		4/13	Team Presentations		
25	4/18		Decision making: relevant costs and benefits	Chapter 14	14-35, 14-40
26		4/20	Capital Expenditure decisions	Chapter 16-read – (Only 16.1,2,3)	
27	4/25		Capital Expenditure decisions	Chapter 16- (Only 16.1,2,3)	16-28, 16-29
28		4/27	Catch- up and Final Review		
	Saturday	May 7 <sup>th</sup> 11 am	Final exam	Chapters 2, 3, 6, 7, 13, 14, 16	



**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

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**Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21<sup>st</sup> 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)

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**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

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**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

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**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.

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**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 Team Project**

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

**PEER EVALUATION FORM**

*Complete one form for each of your teammates/group members, including yourself.*

**Name of group member:**

<i>Assess your teammate's contributions on a scale of 1-5 (5 is excellent)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Attended and was engaged in team meetings from beginning to end					
Asked important questions					
Listened to and acknowledged suggestions from every team mate					
Made valuable suggestions					
Took initiative to lead discussions, organize and complete tasks					
Contributed to organizing the assignment					
Contributed to writing the assignment					
Reliably completed tasks on time in a quality manner					
Demonstrated commitment to the team by quality of effort					
Was cooperative and worked well with others					
I would want to work with this team member again.					
Describe your teammate's (or your) contributions to the assignment:					
How might your teammate (or you) have made <b>more effective</b> contributions to the assignment?					
Your name:			Date:		