

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

Section 14528: Tuesday & Thursday (11:00am – 12:20pm) – Classroom: JFF 233

**THE FINAL EXAM IS SCHEDULED ON SATURDAY, MAY 7th at 11 AM– NO EXAMS WILL
BE GIVEN PRIOR OR AFTER THIS DATE; NO EXCEPTIONS**

Professor: Francisco J. Román
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Office Hours: Thursdays 12:30pm – 1:30pm (virtual via Zoom; pls. reserve in advance)

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.

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.

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): 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.

Learning Objective	Bloom's skill level	Assessments
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, 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

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)	-	-
Participation	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%
Total	500	100%

Final grades represent how you perform in the class relative to other students. Expected 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 recommend 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 **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 immediately 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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Additional salient points regarding the mid-term exams and final exam

- **Policy on administering the exams in the classroom** – all three exams shall be administered in person within the classroom. There are no exceptions to this policy, unless the university decides to end in person classes and instead conduct all classes on-line during the semester. In such instance, any remaining exams will be administered on-line. Otherwise, you must be physical present to take each exam.
- **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

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.

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.

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 mark of "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

<https://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

<https://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.

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

https://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.

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

dsp.usc.edu

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

USC 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.

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

<https://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.

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
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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>	5	4	3	2	1
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 more effective contributions to the assignment?					
Your name:			Date:		

BUAD 281 – Introduction to Managerial Accounting (Prof. Román)
Course Schedule – Spring 2022

Session	Date	Topic	Textbook Reading & LearnSmart	Homework Connect (See Blackboard for due dates)
1	T – Jan. 11 th	Course Overview & Introductions		
2	TH – Jan. 13	The Crucial Role of Managerial Acct. Cost Management Concepts	Chapter 1 Chapter 2	- 2-29, 2-30, 2-40
-	T – Jan. 18	NO CLASS (UNIVERSITY HOLIDAY)		
3	TH – Jan. 20	Cost Management Concepts (cont.)	Chapter 2	-
4	T – Jan. 25	Product Costing & Cost Accumulation	Chapter 3	3-24, 3-28, 3-31
5	TH – Jan. 27	Product Costing & Cost Accumulation (cont.)	Chapter 3	-
6	T – Feb. 1	Activity-Based Costing	Chapter 5	5-33, 5-46
7	TH – Feb. 3	Activity-Based Costing (cont.)	Chapter 5	-
8	T – Feb. 8	Review Mid-Term Exam 1	-	-
9	TH – Feb. 10	Mid-Term Exam 1: Chapters 1, 2, 3, 5		
10	T – Feb. 15	Cost Behavior & Cost Estimation	Chapter 6	6-24, 6-30, 6-34
11	TH – Feb. 17	Cost Behavior & Cost Estimation (cont.)	Chapter 6	-
-	T- Feb. 22	NO CLASS (UNIVERSITY HOLIDAY)		
12	TH – Feb. 24	Cost-Volume-Profit Analysis	Chapter 7	7-29, 7-33, 7-40
13	T – March 1	Cost-Volume-Profit Analysis (cont.)	Chapter 7	-
14	TH – March 3	Financial Planning: The Master Budget Team Project Part 1 overview	Chapter 9	9-25, 9-28, 9-30
15	T – March 8	Standard Costing & Analysis of Direct Costs Flexible budgets (Chapter 11, Appendix-B Only)*	Chapter 10 Ch. 11 Appendix B	10-26, 10-30 -
16	TH – March 10	Standard Costing & Analysis of Direct Costs (cont.) TEAM PROJECT PART 1 - DUE DATE	Chapter 10	-
-	March 15 & 17	NO CLASSES (SPRING BREAK)		
17	T – March 22	Review Mid-Term Exam 2	-	-
18	TH – March 24	Mid-Term Exam 2: Chapters 6, 7, 9, 10, Appendix B Ch. 11		
19	T – March 29	Team Project Part 2 overview & meeting with teams		
20	TH – March 31	Investment Centers (p. 572-588 only)	Chapter 13*	13-29, 13-33
21	T – April 5	Decision-Making: Relevant Costs TEAM PROJECT PART 2 - DUE DATE	Chapter 14	14-35, 14-40
22	TH – April 7	Decision-Making: Relevant Costs (cont.)	Chapter 14	
23	T – April 12	Team Project Presentations (in-class)	-	
24	TH – April 14	Team Project Presentations (in-class)	-	
25	T – April 19	Team Project Presentations (in-class) TEAM PEER EVALUATIONS – DUE DATE	-	
26	TH – April 21	Capital Expenditures Decisions	Chapter 16	16-28, 16-29
27	T – April 26	Capital Expenditures Decisions (cont.)	Chapter 16	
28	TH – April 28	Course Wrap-Up & Review Final Exam	-	
Saturday, May 7 (11:00AM)		Final Exam: 2, 3, 6, 7, 13, 14, 16		

* Represents an abridged chapter.

The date/times of the Final Exam is determined by the University. For the date & times see www.usc.edu/soc. In the event we deviate from the above schedule, you will be notified with sufficient time so you plan accordingly.