

**Syllabus**  
**Fall 2023**

**Section:** 14106R  
**Units:** 4  
**Schedule:** Tues/Thurs – 10:00am to 11:50am, ACC 205  
**Commencing:** Tuesday, August 22, 2023  
**Concluding:** Thursday, November 30, 2023  
**Professor:** Anthony V. Aaron (Tony)  
**Office:** ACC 108  
**Office Ph. #:** 213-764-4673  
**Mobile Ph. #:** 310-849-5987  
**Email:** aarona@marshall.usc.edu  
**Office Hours:** By Zoom, scheduled through email

**COURSE DESCRIPTION**

Per the course description in the Fall 2023 USC Schedule of Classes, the course is described as:

*“Analysis of corporate financial reports from a decision-maker's perspective.”*

This course will provide you with a framework for business analysis and valuation using financial statement data and illustrate how to apply this framework to a variety of business decisions. This course focuses on financial statement analysis with a focus on the following sub-topics:

- Overview/Framework for financial statement analysis
- Sources of data for use in financial statement analysis
- Understanding the business environment and a company’s competitive advantage(s) in that environment
- Understanding financial statements from an analyst’s perspective
- Basic methods of financial analysis
- Preparation of financial statement forecasts
- Valuation analysis

The course will utilize examinations, group projects and exercises for assessing student performance.

**LEARNING OBJECTIVES**

By the time students finish this course, they should be able to:

- Identify the key features of financial reporting by active participation in class discussion and demonstrate knowledge gained by answering exam questions focusing on these matters.

- Describe the various purposes of financial statement analysis and business analysis by active participation in class discussion and demonstrate knowledge gained by answering exam questions focusing on these matters.
- Assess how well the accounting methods used by a business in preparing its financial statements, reflect its underlying economic performance and demonstrate knowledge gained by answering questions on exams.
- Apply methods for financial statement analysis, business analysis, preparation of financial statement forecasts and valuation analysis by completing classroom exercises and the final group project report.
- Prepare a plausible and internally consistent set of financial statement forecasts for a business through an appropriate forecast horizon by completing classroom exercises.
- Estimate a plausible valuation for a business by completing classroom exercises.
- Apply critical thinking to the process of financial statement analysis by active participation in classroom discussion and demonstrate knowledge gained by answering exam questions focusing on these matters.
- Demonstrate skills obtained in performing financial statement analysis by presenting to the class a final group project report which cumulatively sets forth the analysis performed in the classroom exercises.

### Undergraduate Program Learning Objectives

<b>OBJECTIVE 1</b>	Technical Knowledge	Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions. Emphasis: Heavy
<b>OBJECTIVE 2</b>	Research, Analysis and Critical Thinking	Students will demonstrate the ability to research, critically analyze, synthesize, and evaluate information including professional standards for decision making in the local, regional and global business environment. Emphasis: Moderate
<b>OBJECTIVE 3</b>	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making. Emphasis: Light.
<b>OBJECTIVE 4</b>	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner. Emphasis: Light
<b>OBJECTIVE 5</b>	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals. Emphasis: Light

<b>OBJECTIVE 6</b>	Technology Understanding and Usage	Students will demonstrate an understanding of technology issues and utilize relevant technology tools and applications to gather and evaluate information, analyze and solve problems, work interactively with other people, and develop and present conclusions. Emphasis: Moderate
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## COURSE MATERIALS

### **Textbook:**

Easton, P. D., Sommers, G. A., & McAnally, M. L. (2021). *Financial Statement Analysis & Valuation*. Cambridge Business Publishers. ISBN: 978-1-61853-360-9. You may purchase a hardcopy of the text through the bookstore or a hardcopy or eBook version through the myBusinessCourse site. Refer to the handout from Cambridge/myBusinessCourse which I have posted to Blackboard for further details and instructions.

The direct student purchase link for eBook and print book is

[Financial Statement Analysis & Valuation, 6e | myBusinessCourse](#)

**Wall Street Journal:** Students are required to have access to the Wall Street Journal. In past semesters, USC students have been provided with free online access to the Wall Street Journal though use of the following link to register and sign in <http://wsj.com/USC>

### **Other online Resources and sites:**

- [www.FASB.org](http://www.FASB.org)
- [www.SEC.gov](http://www.SEC.gov)
- [www.PCAOB.org](http://www.PCAOB.org)
- Other sites may be identified through Blackboard as the semester progresses

FASB is now open access through the FASB site. Faculty and students will no longer need login information. The URLs to access the updated websites are:

- Accounting Standards Codification®: <https://asc.fasb.org>
- Governmental Accounting Research System™: <https://gars.gasb.org>

If you have questions regarding these FASB changes, please visit <https://store.fasb.org> or email [fasbpubs@fasb.org](mailto:fasbpubs@fasb.org) .

**Blackboard:** Any additional materials, including class slide decks, additional case studies and/or classroom exercise materials, readings, exams, announcements, etc. will be posted to Blackboard.

## GRADING

### **Grading:**

We adhere to the USC Leventhal School of Accounting and Marshall School of Business grading standards for undergraduate programs. Final grades represent how you perform in the class relative

to other students. The average grade for this class is expected to average about 3.5. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

**The graded elements of this course are listed below along with information about how they will be evaluated.**

<u>Assignments</u>	<u>Points</u>	<u>Percentage of Grade</u>
Mid-Term Examination	300	30%
Group Prepared Classroom Exercises (40 points each, five in total)	200	20%
Final Group Project Presentation	100	10%
Final Exam	300	30%
Class Participation and Professionalism (including completion of Peer Evaluations)	<u>100</u>	<u>10%</u>
Totals	1000	100%

### **Mid-Term Examination**

There will be one midterm examination given during the semester. The midterm will start at the beginning of class on the date listed on the schedule. The midterm will emphasize material covered in lectures, classroom exercises, and the text. The midterms may include multiple-choice questions, brief essay discussion questions, exercises and problems. In order to prepare for the midterm please make sure you understand the assigned readings and the concepts discussed in class.

### **Classroom Exercises and Group Presentations (company case studies)**

There will be five assigned Classroom Exercises which will be posted on Blackboard. The Classroom Exercises are to be prepared in groups which will be assigned after classes begin and the class roster stabilizes (no later than the end of the first week of class). Narrative instructions for each Classroom Exercise will be posted to Blackboard over the course of the semester. Each team will prepare and turn in by the respective due date: 1) a narrative deliverable in Word answering questions posed or providing narrative information requested in each Classroom Exercise, and/or 2) an Excel spreadsheet showing calculations, depending on the assignment. Classroom Exercise #1 also requires submission of a PDF file of an Annual Report and an HTML file of a Form 10-K. Teams will also be asked questions in class when the Classroom Exercises are debriefed.

Teams must choose a publicly-traded company, which they will analyze over the course of the semester. The company must have been listed for at least five fiscal years prior to the current date (such that at least five years of historical financial data from the company is available through company filings). **Your company choice must be approved in advance by the professor no later than the second week of classes**, to avoid overlap between groups. Remember, the first group Classroom Exercise is due the Thursday of the second week of classes (See class schedule, below).

### **Final Group Project**

During Class on November 28 (the second from the last class of the semester), each group will present their findings for their company analysis (comprising the cumulative analysis prepared for the five classroom exercises), including a recommendation of value on an aggregate and per share basis for their respective companies. Presentations will be 10-15 minutes in length and all team members are expected to participate in the presentation. The use of presentation materials, such as Power Point slides, is encouraged.

### **Peer Evaluation**

In past semesters, I have detected varying levels of contributions by group members participating in group projects. With that in mind, grades for individual student contributions for group-prepared classroom exercises and the final group project will be earned by students, based on my observations of the group's working dynamics, my assessment of the group's project quality, and thoughtful consideration of the information provided through peer evaluations from your group members. Peer evaluations will also be an input into the Class Participation and Professionalism Score. Peer evaluations are due on the last day of class and are mandatory! **Please see Appendix I for sample peer input form.**

### **Final Examination**

The Final Examination will be a comprehensive assessment of the topics covered during the course of the semester. It will be of similar nature to the midterm examination.

The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at [www.usc.edu/soc](http://www.usc.edu/soc) "Final Examinations Schedule."

### **Class Participation and Professionalism**

In-class participation and professionalism is 10% of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises.

One of the primary goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

Subsequent to each class session and while it is very fresh in my mind, I will record my view of each student's participation and professionalism on a numeric scale, with assistance, when available,

from our class TA (if a TA is assigned for the semester). I will total these numeric scores at the end of the semester as one input into assigning a final class participation and professionalism grade.

For each in-class session three (3) points will be awarded to a student for significant relevant and meaningful participation, two (2) points for modest contributions to the class, one (1) point for minimal contributions to the class, but for being in attendance and zero (0) points if absent.

I encourage you to take advantage of office hours. I view student participation in office hours as a form of class participation. I am always willing to arrange a Zoom Meeting session or telephone call for office hours. I will not be scheduling “in-person” office hours. Email is perhaps the predominant form of communication in business so feel free to reach out to me at **aarona@marshall.usc.edu**. Generally, similar to a business setting, I hope to respond to emails within one business day. I encourage you to ask technical questions via email. I view email interactions related to clarifying technical content covered in class to be a form of class participation. Be aware that I might choose to copy technical Q&A from email interactions with particular students into Blackboard announcements for the benefit of the entire class.

Consistent with the themes touched on as part of the Marshall School Strategic plan, we will seek to advance the level of students’ professionalism as part of the class. Similar to a career setting, professional conduct is expected from all students in class. Professional conduct is expected from all students in interactions with the Professor on class related matters, both in class, and outside of class. Class related interactions occurring outside of class hours may include for example: email, telephone, voicemail, or Zoom meeting office hours.

**In each circumstance that you need to be physically absent from class, or if you would like to request permission to participate live via Zoom (for instance, if you are ill), you are expected to send an email message to me and to our class TA (if one is assigned for the semester) prior to the start of class.** Please include in the subject line the course name and section (Example in Subject line: ACCT 416, 10:00 am section). Also, if you would like to participate in a specific class session asynchronously, you are also expected to send an email message to me and to our class TA (if one is assigned for the semester), for each class session where you plan to participate asynchronously prior to the start of that particular class session. Be aware that asynchronous participation may not provide the same experience as that of being in the classroom or of live Zoom participation. See further discussion under the section entitled “Name Tents”, below. Keep in mind that an email in advance of class does not “excuse” your absence – it simply shows me that you are taking an appropriate professional stance by communicating and taking responsibility for choosing to do something else, or be somewhere else during class time.

If you miss a class session, you still need to come to the next class fully prepared. You can access PowerPoint slides for each class and any written announcements that I have made via Blackboard. **If you miss a class, I recommend that you contact a classmate before the next class meeting. Ask them for any announcements, lecture notes, readings, assignments, etc. that have not been otherwise posted to Blackboard.**

Generally, all Zoom meeting class sessions will be recorded. Thus, barring technology “glitches”, audio/video recordings of the class lectures will be available for asynchronous viewing. Links to Zoom recordings can be accessed via Blackboard. Students in class or participating via Zoom should

be aware that the recordings are occurring and that all comments will end up being included in the recordings. We may also be recording classes using Panopto. If we are able to utilize the Panopto system, links to those recordings will also be made available.

Of course, if a major illness or emergency arises, I will work with you to accommodate the situation. It may also be appropriate to contact the Dean's office at the Leventhal School or Marshall School when such circumstances arise. As noted above, recordings of the class sessions also may be helpful in such circumstances.

**Please see Appendix II for further discussion.**

<b>NAME TENTS</b>
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Blank "Name tents" and marking pens will be provided on the first day of class, if not otherwise provided by our Leventhal administrative staff. Students should use these materials to write in large block letters, the first name and last name that you used to enroll in the course. First name should be shown first, last name last. In the upper right hand corner, please list the first name that you wish to be called by if different from your enrolled name. It is possible that our Leventhal administrative staff will be able to generate pre-printed name tents, bearing your enrolled name, prior to the commencement of the class session. If this is the case, I would still appreciate it if you would list the first name that you wish to be called by, if different from your enrolled name, in the upper right hand corner of your name tent.

The "name tents," will be used for all class sessions. These will facilitate an ability to call on students by name, assess participation, and should advance the ability of students to get to know one another. Naturally, it is the responsibility of students to keep the name tent in a visible location in front of them, so that I, and other students, can facilitate student participation.

We are expecting many students to be enrolled in ACCT 416 this semester. Remember that your name is part of your "personal brand." It makes sense for you to seek to have your name remembered. While I aspire to remember each person's name, please help me to remember your name and your personal brand, by using name tents.

The name tents will also be used to facilitate recording attendance, and they must be returned to me at the end of each class. I will bring the tents back to the next class for your use again. It is your obligation to pick up the name tent while in attendance to have your attendance recorded. We will separately track those in attendance through Zoom or through asynchronous participation. It is your obligation to return the name tent before your departure from class to enable proper recording of your attendance. There will be no "verbal roll call" but attendance records will be gathered via the name tents.

**Students may not pick up name tents for others at the beginning of class, nor return the name tents of others at the end of class.** Please pick up and return only your name tent at each class session. Student failure to obtain their name tent at the beginning of class, or to return the tent at the end of class, may result in their being marked absent. While attendance per se, is not a specific part of your grade, it is the initial measure of participation. Also, as mentioned above in the section

entitled “Class Participation and Professionalism”, I expect an email communication informing me of an expected absence as a demonstration of professional behavior.

### THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

### EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://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), Zoom, teleconferencing, and other technologies.

### ADDITIONAL INFORMATION

#### **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 you. If I returned a graded paper to you, it is your responsibility to file it.

#### **Use of Recordings**

Pursuant to the *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>, page 57), 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 USC 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. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

#### **Open Expression and Respect for All**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](#).”

#### **No AI Usage Permitted**

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using



AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

## **USC STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion (**please provide these to me the first week of class, if at all possible**). This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

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 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) 740-0411

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

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

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

Non-emergency assistance or information.

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

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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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

## Class Schedule: Timing Approximate, Some Modules May Take More or Less Class Time

Date	Class	Topics/Daily Activities	Readings and Advance Preparation	Deliverables
Aug 22	1	<b>Course Overview and Sources of Data</b> , Course Overview and Syllabus, Module 1: Framework for Analysis and Valuation, Part I, Sources of Data	Read Class Syllabus (this document), <b>Read Text, Chapter 1, pp 1-1 to 1-19</b>	
Aug 24	2	<b>Course Overview and Sources of Data</b> , Course Overview and Syllabus, Module 1: Framework for Analysis and Valuation, Part II, Sources of Data	<b>Read Text, Chapter 1, pages 1-20 to 1-31, Appendix 1A, pp 1-32 to 1-36</b> <a href="http://www.SEC.gov">Access Edgar in www.SEC.gov.</a> <a href="#">Access sample company databases.</a> <a href="#">Access FactSet, Capital IQ or similar data aggregator to download company financial statements.</a>	<b>Groups to be announced by the end of the first week of class.</b>
Aug 29	3	<b>Understanding Financial Statements, the Accounting Cycle and Financial Reporting</b> , Module 2: Review of Business Activities and Financial Statements, Part I, Overview of Financial Reporting	<b>Read Text, Chapter 2, pages 2-1 to 2-20</b>	<b>Groups to select a company and submit to professor for approval by Tuesday, August 29, 2023</b>
Aug 31	4	<b>Understanding Financial Statements, the Accounting Cycle and Financial Reporting</b> , Module 2: Review of Business Activities and Financial Statements, Part II, Overview of Financial Reporting	<b>Read Text, Chapter 2 pages 2-20 to 2-36</b>	<b>Classroom Exercise #1 due</b>
Sep 5	5	<b>Profitability Analysis and Qualitative Analysis</b> , Concepts of Income, Module 3: Profitability Analysis and Interpretation, Part I, Qualitative Economic, Industry and Company Analysis	<b>Read Text, Chapter 3, pages 3-1 to 3-23</b>	

<b>Sep 7</b>	6	<b>Profitability Analysis and Qualitative Analysis</b> , Concepts of Income, Module 3: Profitability Analysis and Interpretation, Part II, Qualitative Economic, Industry and Company Analysis	<b>Read Text, Chapter 3, pages 3-24 to 3-30</b>	
<b>Sep 12</b>	7	<b>Credit Risk Analysis and Quantitative Analysis</b> , Module 4: Credit Risk Analysis and Interpretation, Part I, Quantitative Accounting Analysis, Common Size Analysis, Comparative Analysis, Ratio Analysis,	<b>Read Text, Chapter 4, pages 4-1 to 4-20</b>	
<b>Sep 14</b>	8	<b>Credit Risk Analysis and Quantitative Analysis</b> , Module 4: Credit Risk Analysis and Interpretation, Part II, Quantitative Accounting Analysis, Common Size Analysis, Comparative Analysis, Ratio Analysis,	<b>Read Text, Chapter 4, pages 4-21 to 4-35</b>	<b>Classroom Exercise #2 due</b>
<b>Sep 19</b>	9	<b>The Income Statement</b> , Module 5: Revenue Recognition and Operating Income, Part I	<b>Read Text, Chapter 5, pages 5-1 to 5-27</b>	
<b>Sep 21</b>	10	<b>The Income Statement</b> , Module 5: Revenue Recognition and Operating Income, Part II	<b>Read Text, Chapter 5, pages 5-27 to 5-39</b>	
<b>Sep 26</b>	11	<b>The Balance Sheet-Assets</b> , Module 6: Asset Recognition and Operating Assets	<b>Read Text, Chapter 6, pages 6-1 to 6-34</b>	
<b>Sep 28</b>	12	<b>The Balance Sheet-Liabilities</b> , Module 7: Liability Recognition and Non-owner Financing	<b>Read Text, Chapter 7, pages 7-1 to 7-24</b>	
<b>Oct 3</b>	13	<b>The Balance Sheet-Equity</b> , Module 8: Equity Recognition and Owner Financing	<b>Read Text, Chapter 8, pages 8-1 to 8-27</b>	
<b>Oct 5</b>	14	<b>Intercorporate Investments</b> , Module 9: Intercorporate Investments	<b>Read Text, Chapter 9, pages 9-1 to 9-32</b>	<b>Classroom Exercise #3 due</b>
<b>Oct 10</b>	15	Review for Midterm Exam	N/A	
<b>Oct 12</b>		<b>Fall Break - No Class</b>		
<b>Oct 17</b>	16	<b>Midterm Exam</b>	N/A	

<b>Oct 19</b>	17	Debrief Midterm Exam, <b>Advanced Accounting Issues</b> , Module 10: Analyzing Leases, Pensions and Taxes, Part I	<b>Read Text, Chapter 10, pages 10-1 to 10-17</b>	
<b>Oct 24</b>	18	<b>Advanced Accounting Issues</b> , Module 10: Analyzing Leases, Pensions and Taxes, Part II	<b>Read Text, Chapter 10, pages 10-17 to 10-38</b>	
<b>Oct 26</b>	19	<b>Statement of Cash Flows</b> , Appendix B: Computing and Analyzing Cash Flows	<b>Read Text, Appendix B, pages B-1 to B-29</b>	<b>Classroom Exercise #4 due</b>
<b>Oct 31</b>	20	<b>Forecasting</b> , Module 11: Financial Statement Forecasting	<b>Read Text, Chapter 11, pages 11-1 to 11-19</b>	
<b>Nov 2</b>	21	<b>Financial Theory</b> , Module 12: Cost of Capital and Valuation Basics	<b>Read Text, Chapter 12, pages 12-1 to 12-23</b>	
<b>Nov 7</b>	22	<b>Income Approach</b> , Module 13: Cash-Flow-Based Valuation	<b>Read Text, Chapter 13, pages 13-1 to 13-15</b>	
<b>Nov 9</b>	23	<b>Income Approach</b> , Module 14: Operating-Income-Based Valuation	<b>Read Text, Chapter 14, pages 14-1 to 14-18</b>	
<b>Nov 14</b>	24	<b>Market Approach</b> , Module 15: Market-Based Valuation	<b>Read Text, Chapter 15, pages 15-1 to 15-22</b>	
<b>Nov 16</b>	25	<b>Financial Statement Analysis</b> – Critical Thinking - Drawing Conclusions From Analysis - Communicating Your Findings and Recommendations--Writing a Report	N/A	<b>Classroom Exercise #5 due</b>
<b>Nov 21</b>	26	<b>Case Study</b> , Appendix C: Comprehensive Case (Harley Davidson)	<b>Read Appendix C, pages C-1 to C-34, to be posted to Blackboard</b>	
<b>Nov 23</b>		<b>Thanksgiving Holiday – No class</b>		
<b>Nov 28</b>	27	<b>Group Presentations</b>	N/A	<b>Final Group Project Due</b>
<b>Nov 30</b>	28	<b>Review for Final Examination</b> and Wrap-up	Read and review the Final Slide Deck posted by instructor on Blackboard	<b>Group Project Peer Evaluations Due – Mandatory!!!!</b>
<b>Tuesday Dec 12</b>	Final	<b>Comprehensive Final Examination</b>	8:00am to 10:00am	<b>ACC 201 (Tentative)</b>



**APPENDIX I: 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:		



## APPENDIX II: CLASS PARTICIPATION STATEMENT

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

To underscore the importance of participation, 10 percent of the course grade is allocated to class participation.

## Class Participation—Behavioral Anchor Rating Scale:

### Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

### Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

### Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion