



ACCT 410x – Foundations of Accounting (4.0 units)

Syllabus – Fall 2024 (subject to change)

Section 14095R 4:00 – 5:50pm T/Th (ACC 201)



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Office Hours: 10:00 – 11:00 Tuesday (IN OFFICE);

Wednesday 3:00-5:00 (BY ZOOM – link posted on

Brightspace); and by appt. (also feel free to email me at any time).

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

COURSE DESCRIPTION

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

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

LEARNING OBJECTIVES

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

- You should gain knowledge of important financial and management accounting concepts and terms, including, for example: asset, liability, equity, balance sheet, income statement, statement of cash flows, net income, fixed cost, and variable cost.
 - *One desired outcome for this objective is that you be able to apply these concepts to novel situations. For example, you might be asked to determine whether something is an asset or locate the Balance Sheet in an annual report.*
 - *A second desired outcome for this objective is that you be able to critically read media articles that use financial accounting and management accounting terms. For example, you*

might be asked to read an article about a company's performance and identify instances of impression management.

- You should gain knowledge of the placement of various items in financial statements, including, for example, current assets and net income. That is, you should learn on which financial statements these items appear and where, if applicable, or in which part of the annual report the item appears.
 - *The desired outcome for this objective is that you be able to apply this knowledge to determine errors in financial statements. For example, you might be asked to analyze a balance sheet and ascertain that a current asset is improperly located.*

- You should learn fundamental financial and management accounting principles. For example, you should learn the balance sheet equation; the effects of transactions and events on asset, liability, and equity accounts; revenue and expense recognition principles; effects of transactions and events on cash flows; methods of calculating inventory values and depreciation; the method for calculating breakeven point; methods for calculating product costs; and so forth.
 - *The desired outcome for this objective is that you be able to describe these principles. For example, you might be asked whether a particular transaction increases or decreases a particular account's balance.*

- More important, you should learn to apply the above principles to novel situations. For example, you should be able to state (and/or calculate) the dollar effects of a particular transaction (like purchase of materials on credit) on particular accounts (like inventory and accounts payable). As another example, you should also be able to calculate the total cost of a manufactured product.
 - *The desired outcome for this objective is that you be able to calculate various accounting figures (e.g., account balances, costs, etc.) using fundamental accounting principles. For example, you might be told that a company borrowed funds from a bank and asked to record the dollar increases or decreases to specific accounts caused by this transaction.*

- You should begin to learn how to read and critically analyze financial statements using the above factual knowledge and principles. Specifically, using your understanding of important terms, the effects of transactions and events on accounts, and the definition and underpinnings of financial ratios, you should begin to be able to make assessments of firms' economic "health" and performance based on their financial statements.
 - *The desired outcome for this objective is that you exhibit a rudimentary understanding of the use of financial ratios and other tools for analyzing financial statements. For example, you might be asked which ratios are appropriate for assessing a firm's solvency and be asked to compare and evaluate two companies based on these ratios.*

To achieve the above learning objectives, I will employ a combination of background reading, interactive lecture, working problems during class sections, at-home quizzes, and exams. There will also be, for some class sessions, required or optional take home problems. The required problems are listed in the course calendar (note, however, that these problems are not to be turned in). The optional problems are included at the end of the course slides for that class session. Research on learning indicates that it is very difficult to gain anything more than a superficial

understanding of material without practice and feedback, so this class incorporates a substantial amount of both. Attending class sessions is very important to achieving these learning objectives.

REQUIRED TEXTBOOKS AND READINGS

The following texts are required for this course:

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

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

PREREQUISITES AND/OR RECOMMENDED PREPARATION

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

COURSE NOTES AND COMMUNICATION

I will post slides and handouts to our class Brightspace site prior to class. In my experience, some students prefer to learn during class by taking notes within the electronic slides – thus, you are welcome to download the slides and use them during class on your laptop or tablet. Alternatively, I have observed that some students prefer to take notes “by hand.” You should choose the approach that works best for you. **Please make sure that you are able to access Brightspace after the first class meeting. I will communicate with you through Brightspace Announcements – importantly, please enable email notifications for New Announcements within our Brightspace site, so that you receive an email notification when I post an Announcement. The Announcements that I post will include important communications about course content, logistics, deadlines, adjustments to the class plan, etc. that you will want to be notified about as they are posted. I also suggest that you download the Pulse App, which will allow for staying connected to our Brightspace site.**

CLASSROOM POLICIES

1. Class attendance and active class participation are important in achieving the learning objectives for this course.

2. Students who are experiencing illness should not attend class in person. I will record the class each day using Panopto and post a link to the video on Brightspace, so you will be able to see the material you missed.

GRADE COMPOSITION

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

Component	Points
Exam 1	270 (27.0%)
Exam 2	280 (28.0%)
Final Exam (NOT CUMULATIVE)	270 (27.0%)
Quizzes (Top Five of Six)	100 (10.0%)
Participation	80 (8.0%)
	1000 (100%)

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

GRADING AND ASSIGNMENT DETAIL

Graded Assessments

At-home quizzes will be taken on Brightspace and scored for accuracy. Each quiz will be due by the date indicated in the class schedule below. The quizzes will be posted on Brightspace, and I will announce when each quiz is posted. You can attempt the quiz questions as often as you would like prior to the due date/time, and you may discuss the quizzes with other students. Because the objective of the quizzes is to facilitate your learning of the material, only your highest score will be counted. You must submit the quiz in Brightspace by the due date/time to get credit. To facilitate this, I strongly recommend that you begin the quiz well before the due date/time to allow for any technical issues. You can view your submission in the Brightspace gradebook, and it is your responsibility to confirm that your quiz was validly received by Brightspace by the due date/time. Please contact me ASAP if you experience any issues. There will be 6 quizzes, and I will count the top 5 scores (i.e., drop the lowest score).

Exams will be taken in class and will be administered on paper. **Exams will be "closed-book" (i.e., you will not have access to any class resources or devices).** Exams will be scored for accuracy. You will be permitted to use a simple calculator, which I will provide, consistent with School policy. You are not permitted to discuss the exam with classmates or any other individuals. Preparing for exams is facilitated by keeping up with the work in class, reworking problems that we have done in class, trying other problems that I will suggest (e.g., take home problems), and practicing with exams from a prior year that I will post on Brightspace.

Following is additional information about exams.

- The first midterm, which will be **in class Tuesday, September 24th**, will cover the material presented from August 27th through September 19th.
- The second midterm exam, which will be **in class on Tuesday, November 5th**, will cover the material presented from September 26th to October 31st. It will not be cumulative *per se*, except to the extent that the material covered from September 26th to October 31st requires knowledge of previously covered material (and this is true to a LARGE extent).

- The final exam (which will be on **Thursday, December 12th from 4:30-6:30pm, according to the USC Final Exams schedule**), will cover the material presented from November 7th to December 5th. Again, this exam will not be cumulative *per se*, except to the extent that the material covered from November 7th to December 5th. requires knowledge of previously covered material (and this is true to only a small extent).

Participation will be assessed each class session, and will be based on three components. First, and as the primary component, I will assess your personal contributions to our class discussion; examples of contributions would be answering questions that I pose and asking thoughtful questions about the material. Second, I will ask you to provide your thoughts to a question that I will pose in class. I will collect your answers (on sheets that I will hand out); good faith attempts will receive full credit. Third, I will also factor good “classroom citizenship” into your participation assessment for the day. Examples of good citizenship include: (1) helping us maintain a professional classroom environment (including abiding by any University regulations to keep a healthy in-person classroom), (2) showing interest in your fellow classmates’ comments and thoughts (e.g., by both listening to and following up on others’ comments), (3) being attentive and focused throughout class (very important for your and others’ learning), and (4) working productively when I assign in class (ungraded) exercises. There are 24 days for which I will assess class participation (exam days, the first day, and the slack day will not be included). To accommodate for your not being able to attend class due to illness, including Covid, your participation grade will be determined based on your top 19 participation assessments.

Policy for Making up Exams

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

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

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

Policy for Regrading Exams

If you believe that your exam has been graded in error, I am happy to regrade it if you do the following. For a simple mistake, such as an addition error or a multiple-choice answer marked wrong incorrectly, please just show me the error. For a more complicated issue such as a debate about an essay answer or an answer to a longer problem, please put your concern in writing. NOTE: For either type of issue, you must contact me within 10 days of receiving the graded exam. If I do

not receive a request for regarding within 10 days of your receipt of the graded exam, the grade will be considered final. Additionally, I reserve the right to regrade the entire exam.

Policy on Artificial Intelligence (AI)-powered programs

In this course, there will be limited opportunities in which artificial intelligence (AI)-powered programs would be a natural tool to use. As mentioned, **at-home-quizzes** will be open-book and open-note. You may choose to also use AI to assist your efforts, if you wish. You should be aware that AI tools may present incorrect information, biased responses, and incomplete analyses. Most importantly, remember that the objective of the at-home-quizzes is to keep you up-to-date on the material and promote your learning. Thus, if you use AI, please be sure that you are also engaging your learning – you can do this in various ways. For instance, you can decide if you think the output is the correct answer to the quiz question and reason through why this is (or is not) the case; you could also reason through why the other answer choices are incorrect, using the AI tool.

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If ALL sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

I've summarized some key dates below:

- The last day to add the class, or withdraw without receiving a “W” and receive a refund, is September 13th.
- The last day to change the grade option from Grade to Pass/No Pass is September 13th.
- The last day to change the grade option from Pass/No Pass to Grade is October 11th.
- The last day to withdraw without receiving a “W” on the transcript (with no refund, and the “W” will still appear on the student record and STARS report) is October 11th.
- The last day to drop the course with a mark of a “W” is November 15th.

Retention of Graded Coursework

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

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](#).”

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

USC Statement on Academic Conduct and Support Systems

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. 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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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

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

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Brightspace learning management system (Brightspace.usc.edu), teleconferencing, and other technologies.

USE OF RECORDINGS AND COURSE CONTENT

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Calendar

Key Dates

Tuesday, 9/24 (in class) – Exam 1

Tuesday, 11/5 (in class) – Exam 2

Thursday, 12/12 from 4:30-6:30pm – Final Exam

Review Quiz 1 – due Friday, 9/6, by NOON, i.e., 12:00 PM

Review Quiz 2 – due by Wednesday, 9/18, by NOON, i.e., 12:00 PM

Review Quiz 3 – due by Wednesday, 10/9, by NOON, i.e., 12:00 PM

Review Quiz 4 – due by Wednesday, 10/23, by NOON, i.e., 12:00 PM

Review Quiz 5 – due by Friday, 11/15, by NOON, i.e., 12:00 PM

Review Quiz 6 – due by Tuesday, 11/26, by MIDNIGHT, i.e., 12:00AM

Legend for Reading Assignments

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

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

Note: the specified chapters are the Chapter Numbers in the custom book available from the bookstore (i.e., in the customized Table of Contents).

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

Class No.	Date	Topic(s)	Pre-Class Activities
		<i>Part I: Financial Accounting</i>	
1	Tues., 8/27	Introduction to course; Purposes of accounting	None
2	Thur., 8/29	Introduction to financial accounting; Balance sheet (I)	Read: Syllabus (please read thoroughly) PN – Ch.1, pp. 4-25; Ch. 2, pp. 52-53 (end with Example 2-1) Do: Answer take-home questions (see Class 1 slides)
3	Tues., 9/3	Balance sheet (II)	Read: PN – Ch. 2, pp. 53 (start with “Qualitative Characteristics) – 61; Ch.4, pp. 150-152 Review 1 Quiz will be posted tonight (due 9/6)
4	Thur., 9/5	Balance sheet (III); Income statement (I)	Read: PN – Ch. 2, pp. 62-64, 70-71; Ch. 3, pp. 102-104 (transactions 1-4 and transaction 8), 105- 108 Article – The Earnings Game (on Brightspace) Do: Cato Company problem (see Class 3 slides)

Class No.	Date	Topic(s)	Pre-Class Activities
	Fri., 9/6		Review Quiz 1 due, by NOON, i.e., 12:00pm - will be posted shortly after class on 9/3)
5	Tues., 9/10	Income statement (II)	Read: PN - Ch. 3, p. 104 (transactions 5-7); Ch 4, pp. 149-157, 165 (Example 4-10)
6	Thur., 9/12	Income statement (III)	Read: PN - Ch. 4, pp. 158-162 (stop after Example 4-8), 173-174; Ch. 8, pp. 368-370 (stop after Example 8-8) Do: Waverly Company problem (see class 5 slides) Review 2 Quiz will be posted tonight (due 9/18)
7	Tues., 9/17	Income statement (IV)	Read: PN - Ch. 2, pp. 65-66; Ch. 4, pp. 162-170 Article - Which Number is the Real McCoy (on Brightspace) Do: Transaction entries for Sprinkle Company
	Wed., 9/18		Review Quiz 2 due, by NOON, i.e., 12:00pm - will be posted shortly after class on 9/12)
8	Thur., 9/19	Reading an annual report	Read: PN - Ch. 4, pp. 76-78; Ch. 6, pp. 285-289
9	Tues., 9/24	EXAM 1 - IN CLASS	
10	Thur., 9/26	Basic financial statement analysis	Read: PN - Ch. 13, pp. 624-634 (stop after reading Example 13-8), pp. 636-639, pp. 641-646 (stop at dividend ratio)
11	Tues., 10/1	Cash, accounts receivable, and revenues (and related accounts) (I)	Read: PN -Ch. 5, pp. 211-213 (Net Sales section); Ch. 6, p. 278; Ch. 9, pp. 412-413 (only warranties)
12	Thur., 10/3	Cash, accounts receivable, and revenues (and related accounts) (II); Inventory and cost of goods sold (I)	Read: PN - Ch. 7, pp. 312-321 (up to part B.), 334 (only Accounts Receivable part); Ch. 5, p. 210 (just down to "three types...") Do: Bombeck Co. problem

Class No.	Date	Topic(s)	Pre-Class Activities
			Review 3 Quiz will be posted tonight (due 10/9; note fall break is the next day)
13	Tues., 10/8	Inventory and cost of goods sold (II)	Read: PN - Ch. 5, pp. 214-218, 222-227 (but skip Specific Identification and Weighted Average Cost Methods)
	Wed., 10/9		Review quiz 3 due, by NOON, i.e., 12:00pm - will be posted shortly after class on 10/3)
	Thur., 10/10	ENJOY FALL BREAK!	
14	Tues., 10/15	Inventory and cost of goods sold (III); Property, plant, and equipment (I)	Read: PN - Ch. 5, pp. 228-229, 235, 237-241; Ch. 8, p. 358
15	Thur., 10/17	Property, plant, and equipment (II); Intangibles	Read: PN - Ch. 8, pp. 359-380 <i>Article - Goodwill Sparks Deep Division, at Least on Balance Sheets</i> Review 4 Quiz will be posted tonight (due 10/23)
16	Tues., 10/22	SLACK DAY	
	Wed., 10/23		Review Quiz 4 due, by NOON, i.e., 12:00pm - will be posted shortly after class on 10/17)
17	Thur., 10/24	Investments; Time value of money	Read: PN - Ch. 8, pp. 327-332 (ignore journal entries); Ch. 9, pp. 416-426
18	Tues., 10/29	Long term liabilities (I)	Read: PN - Ch 10, pp. 456-466
19	Thur., 10/31	Long term liabilities (II); current liabilities	Read: PN - Ch. 9, pp. 404-405, 408-411; Ch. 10 pp. 473-477 Do: Take home bond problems (see Class 18 slides)
20	Tues., 11/5	EXAM 2 - IN CLASS	
21	Thur., 11/7	Owners' equity; Statement of cash flows (I)	Read: PN - Ch. 11, pp. 502-509, 511-514, 519-520; Ch 12, pp. 556-565, 579-581
22	Tues., 11/12	Statement of cash flows (II)	Read: PN - Ch. 12, pp. 575-577 (investing and financing cash flows) <i>Article - Accounting Shenanigans on the Cash Flow Statement (on Brightspace)</i> Review 5 Quiz will be posted tonight (due 11/15)

Class No.	Date	Topic(s)	Pre-Class Activities
		Part II: Management Accounting	
23	Thur., 11/14	Introduction to management accounting; Accumulating product costs (I)	Read: GNB – Ch. 1, pp. 27-32; Ch. 2, pp. 61-70, 74
	Fri., 11/15		Review Quiz 5 due, by NOON, i.e., 12:00pm – will be posted shortly after class on 11/12)
24	Tues., 11/19	Accumulating product costs (II)	Read: GNB -- Ch. 3, pp. 104-113, 117-122
25	Thur., 11/21	Accumulating product costs (III); Decision-making with costs (I)	Read: GNB – Ch. 2, p. 73; Ch. 1, pp. 32-35 Article: <i>Understanding Activity-Based Costing</i> (on Brightspace) Review 6 Quiz will be posted tonight (due 11/26, due to the close proximity to the Thanksgiving Holiday)
26	Tues., 11/26	Decision-making with costs (II)	Read: GNB – Ch. 1, pp. 37-38, 41-42; Ch. 5, pp. 191-195, 198-208 Review Quiz 6 due, by MIDNIGHT, i.e., 12:00am – will be posted shortly after class on 11/21)
27	Thur., 11/28	Thanksgiving Holiday	
28	Tues., 12/3	Performance evaluation using costs (I)	Read: GNB – Ch. 10, pp. 441-452
29	Thur., 12/5	Performance evaluation using costs (II); Wrap up of Managerial Accounting	Read: GNB – Ch. 10, pp. 454-457