

# BRMB5205 Accounting for Business

## SYLLABUS AND SCHEDULE | Fall Quarter 2019

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### Course Overview and Learning Objectives

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This course will include an integrated examination of financial statements with an emphasis on analysis for investment purposes. The course will also include a discussion of product costing techniques, use of accounting data in decision-making, and in planning and evaluating managerial performance. Upon successful completion of this course, you will be able to (a) measure the impact of key transactions on the assets and liabilities of a business; (b) infer performance and exposure to risk from financial statement information using financial ratios; (c) estimate a simple model of cost behavior, and use it to anticipate future patterns of profitability, and (d) build simple financial models in Excel to forecast financial statements and compute financial ratios. In addition, you will be able to:

1. **Demonstrate critical thinking and analytical skills.** Accounting is an information system designed to identify, process, and communicate financial information that is useful for making economic decisions. You will demonstrate critical thinking skills in the analysis of financial and managerial accounting information.
2. **Demonstrate competent oral and written communication skills.** As the “language of business” accounting information must be communicated to various stakeholders in a way that is understood by a broad audience. You will effectively communicate accounting results to both accountants and non-accountants.
3. **Demonstrate understanding of the body of knowledge encompassed by the Bridge MBA Program.** You will demonstrate adequate knowledge in financial and managerial accounting that will serve as a foundation for your future success in the Albers School of Business & Economics.

#### Course Information

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Course Code: BRMB5205-01  
Prerequisite: None  
# Credits: 3.0  
Location: CHDN 142  
Class Times: T 9:00 – 11:40  
First Session: October 1, 2019  
Last Session: December 3, 2019  
Final Exam: December 10, 2019

#### Instructor Information

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Instructor: Gabriel Saucedo, PhD, CPA  
Phone: (206) 296-5707  
Email: saucedog@seattleu.edu  
Office: Pigott 412  
Office Hours: M 2:00 – 4:00; T 1:00 – 3:00  
Please phone or email to arrange appointments outside office hours.

I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received on a weekday will receive a response within 24 hours. Email received over the weekend will receive a response on the next business day. Business days/hours are Monday – Friday 8:00 AM – 5:00 PM, except for

holidays. While I may respond to emails late in the evening, do not assume I will always be immediately available during non-business hours.

## **Required Readings and Materials**

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*Financial & Managerial Accounting, 15<sup>th</sup> Edition*

Carl S. Warren, Jefferson P. Jones, and William B. Tyler

The ISBN# depends on your desire to have the book in hard copy, paperback, or electronic version. Used versions are acceptable, but regardless of type, each student must maintain (purchase) an active Cengage account to complete required homework. **Bring your textbook to class as we will routinely work through sample problems from the book.**

Additional required readings may be posted in Canvas over the course of the quarter. These readings will be communicated in a timely manner and will be applicable to in-class discussions and exams.

**A simple, 4-function (non-programmable) calculator is required for all exams, and I expect all students to bring a calculator to each class to work on practice problems.**

## **Instructional Methods, Attendance, and Participation**

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Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in social settings. This model is technically called “social constructivism.” We will use this model throughout the course, so you can expect to:

- be engaged in plenty of classroom activities to build on each assigned reading;
- work in small groups during class and for those groups to change on a regular basis;
- ask your instructor for clarifications, rather than expecting lectures.

If you haven’t managed to complete a reading before class, you will likely find that particular class frustrating, since we will build on and apply the readings each time (including troubleshooting the issues you found most perplexing).

### **ATTENDANCE AND PARTICIPATION**

Numerous research studies have also shown that when students actively ask and answer questions, they take greater interest in the material, they clarify shared misconceptions, and they retain more information. I would like to see all of you actively participating in the learning process during lecture/discussion. At a minimum, active participation requires regular and attentive class attendance. I will not take formal daily attendance, but if you are regularly absent or if you regularly appear to be inattentive in class, it will concern me so I will contact you. Absences will also negatively impact your class contribution assessments discussed in more detail below.

I reserve the right to “cold call” students who are not participating in class discussions. My intent is not to embarrass you; rather it is to help you get involved in the discussion where all of us can benefit from your comments.

### **MISSED CLASSES**

If you expect to be absent or to be late, please e-mail me beforehand (or as soon as possible). If for any reason you do miss a class, be sure to obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during office hours to discuss. Remember to bring those notes with you so that we can work on your specific, focused questions.

### **CELL PHONES, LAPTOPS, AND RECORDING DEVICES**

The use of laptops, tablets, smartphones, and PDA’s in class to take notes, view presentations, and work on class projects is allowed. Please do not use these devices for non-class related activity during active lecture. I reserve the right to ask students to stop using the devices and/or leave class if it is distracting to your fellow students. For protection of proprietary knowledge and respect of the classroom environment, no audio, video, or photo recording of any classroom activity is allowed without my prior approval. Please be respectful of other students’ time and commitment to their studies by not breaching this policy so that we don’t end up in the embarrassing position of having to ask you to leave the class.

### **Overview of Assignments**

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Grades will be on a point system based on your performance in the following items:

<b>ASSIGNMENT</b>	<b>RELATIVE VALUE</b>
1. Exam I with Project	25%
2. Exam II with Project	25%
3. Pre-Lecture Knowledge Checks	10%
4. Class Contribution (aka Participation)	15%
5. Homework	25%
<b>TOTAL POINTS POSSIBLE</b>	<b>100%</b>

### **Grading Procedures and Policies**

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#### **GRADING SCALE (% OF POINTS EARNED)**

A	100–94	Superior	B–	82–80		D+	69–67	
A–	93–90		C+	79–77		D	66–63	Poor
B+	89–87		C	76–73	Adequate	D–	62–60	
B	86–83	Good	C–	72–70		F	59 or less	Failing

## Detailed Assignment Descriptions

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### EXAMS (50% OF FINAL GRADE)

Two exams, each worth 25% of your final grade, will be given. Exam dates are included on the schedule at the end of this syllabus. Both Exam I and Exam II will be a take-home exam using a combination of Canvas and paper/pencil questions. Exams may consist of multiple choice and short answer questions, as well as completion statements, essays, and a comprehensive project. If circumstances make it impossible for you to take an exam on the designated date, it is your responsibility to contact me as soon as possible and to provide appropriate documentation to validate your circumstance. **A missed exam will count as zero points unless, in my judgment, the circumstance was compelling enough to warrant your absence.** I do not make past exams available to students, and I retain all exams after reviewing them in class.

### KNOWLEDGE CHECKS (10% OF FINAL GRADE)

To facilitate classroom learning and discussion, knowledge checks will be posted in Canvas each week. The weekly knowledge checks have two purposes: (1) to ensure readings from the text are done timely to keep pace with the course, and (2) to prepare for classroom dialogue. Each knowledge check will consist of 10 multiple choice questions, and will be available in Canvas for the entire week prior to class. You will have 30 minutes to complete the knowledge check and only one attempt to complete it. However, you may use your course text to complete the knowledge check. **Knowledge checks are to be completed weekly by the day/time posted in Canvas. The lowest knowledge check will be dropped at the end of the quarter. There are no exceptions for missing knowledge check deadlines.**

### CLASS CONTRIBUTION (15% OF FINAL GRADE)

I expect all students to actively participate in the learning process during discussion, interactive lectures, and group work. More specifically, active participation means that you vocally communicate your thoughts, ideas, and/or opinions to the class on a weekly basis, at minimum. Before Exam I and Exam II, you will each individually complete the Class Contribution Evaluation Form posted in Canvas. This document gives you the opportunity to speak directly to your class participation. I will use your self-assessments as a basis for my final assessment at both the midterm grading period and the final grading period. A 1-1 meeting during the midterm and final grading period is optional, and at your discretion, to discuss your Class Contribution Evaluation Form.

### HOMEWORK (25% OF FINAL GRADE)

Homework assignments are on CengageNow. Instructions to access CengageNow are on Canvas. See the CengageNow website for specific assignments. Homework problems are due on the date specified on the Cengage website and on the schedule at the end of this syllabus. **Cengage has been set up to allow for 3 attempts for each homework question. No late homework will be accepted (CengageNow will not give you credit for late assignments).**

If you are unable to complete the assigned homework because of extenuating circumstances, please notify me on or before the date the assignment is due and provide relevant supporting documentation (e.g., note from student services). It is essential that you plan ahead for all eventualities to ensure that none of your work is late. Check the schedule at the end of this syllabus to see when assignments are due. This enables you to plan now. Block out time in your calendar so that you know exactly when you will be working on assignments for this course. Make sure you give yourself extra time just in case you run into difficulty with an assignment, have a computer problem, or feel unwell.

In addition to the assignments you will submit, preparation for each class should include reading the assigned chapter material and identifying areas that are giving you problems and then asking relevant questions. Perhaps more than any other class you have taken, it is extremely important that you keep up with the reading and homework assignments. Much of what you learn in this course is cumulative and if you fall behind it is very difficult to catch up. The textbook and CengageNow have several features designed to provide you additional help.

### **QUIZZES**

Reading quizzes will be added if it appears that students are not fully preparing for class. I reserve the right to give quizzes related to any assigned reading or assignment, including homework or cases, at any time, without prior notice.

### **EXTRA CREDIT**

Extra credit for an individual student will not be given under any circumstances. Your success or failure in this course is your responsibility.

**If an error was made in grading an assignment or exam, or an error was made in posting a grade, you must notify me in writing within one week following the date the grade was assigned/posted. After that time, the grade becomes final.**

### **Academic Resources**

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My goal is to create a learning environment in which you can be incredibly successful. I will work hard to create and improve the learning environment throughout the quarter based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the university. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies.

**LIBRARY AND LEARNING COMMONS** (see <http://www.seattleu.edu/learningcommons/>). This includes Learning Assistance Programs, Research [Library] Services, the Writing Center, and the Math Lab.

## **LEARNING ASSISTANCE PROGRAMS**

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

## **WRITING CENTER (BUSINESS COMMUNICATION COMPETENCE)**

Writing is a key component of success in the accounting profession. Writing assignments will be evaluated not only for accounting knowledge, but also writing quality. Assignments with grammatical errors and spelling errors will receive a significantly lower grade than quality assignments. The University Writing Center (see Library and Learning Commons above) employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants can help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

## **University Policies**

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### **ACADEMIC POLICIES ON THE REGISTRAR WEBSITE**

Be sure that you understand university academic policies, posted on the Registrar's website (see <https://www.seattleu.edu/redhawk-axis/academic-policies/>), including the Academic Integrity Policy, Academic Grading Grievance Policy, and Professional Conduct Policy. The Academic Integrity Tutorial is a specific learning aid to help you understand the "dos and don'ts" of academic life. There are a variety of questions and answers with explanations to help you understand academic best practices (see <https://www.seattleu.edu/academic-integrity/resources-for-students/>).

### **ACADEMIC ETHICS**

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy found at the web address noted above.

### **NOTICE ON RELIGIOUS ACCOMMODATIONS**

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (see <https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

## **OFFICE OF INSTITUTIONAL EQUITY**

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oiie@seattleu.edu](mailto:oiie@seattleu.edu); phone: 206.296.2824).

## **SUPPORT FOR STUDENTS WITH DISABILITIES**

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

## Course Schedule, Readings, and Due Dates

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**All Cengage homework is due by 11:00 PM each Monday.**  
**Knowledge Checks are due by 9:00 AM each Tuesday.**

<b>Week #1</b> <b>10/1</b> <b>NO CLASS</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Intro to Financial Accounting (flipped classroom in Week #1)</b> Review "Intro to Financial Accounting" Modules Parts 1-3 posted in Canvas. We will not meet in person on 10/1, but I expect that you will have reviewed these Canvas modules prior to our first class on 10/8. Complete "Who Are We?" Discussion Thread in Canvas
<b>Week #2</b> <b>10/8</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Continued Intro to Financial Accounting; The Accounting Cycle</b> Read Chapters 1, 3, and 4 <b>Cengage Homework (Due Monday, 10/14)</b>
<b>Week #3</b> <b>10/15</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Internal Control and Cash; Receivables</b> Read Chapters 7 and 8 <b>Cengage Homework (Due Monday, 10/21)</b>
<b>Week #4</b> <b>10/22</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Inventories; Long-Term Assets</b> Read Chapters 6 and 9 <b>Cengage Homework (Due Monday, 10/28)</b>
<b>Week #5</b> <b>10/29</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Liabilities; Equity</b> Read Chapters 10, 11, and 12 <b>Cengage Homework (Due Monday, 11/4)</b>
<b>Week #6</b> <b>11/5</b>	TOPICS: PREPARATION: ASSIGNMENTS: EXAM: OTHER:	<b>Financial Statement Analysis; Intro to Managerial Accounting</b> Read Chapters 14 and 15 <b>Cengage Homework (Due Monday, 11/11)</b> <b>Exam I (Due Tuesday, 11/12 @ 9:00 AM)</b> <b>Midterm Class Contribution (Due Tuesday, 11/12 @ 9:00 AM)</b>
<b>Week #7</b> <b>11/12</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Cost-Volume-Profit Analysis</b> Read Chapter 20 <b>Cengage Homework (Due Monday, 11/18)</b>
<b>Week #8</b> <b>11/19</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Job Order Costing; Process Cost Systems</b> Read Chapters 16 and 17 <b>Cengage Homework (Due Monday, 11/25)</b>
<b>Week #9</b> <b>11/26</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Activity-Based Costing</b> Read Chapter 18 <b>Cengage Homework (Due Monday, 12/2)</b>
<b>Week #10</b> <b>12/3</b>	TOPICS: PREPARATION: ASSIGNMENTS:	<b>Budgeting</b> Read Chapter 22 <b>Cengage Homework (Due Monday, 12/9)</b>
<b>FINALS</b> <b>12/10</b>	EXAM: OTHER:	<b>Exam II (Due Tuesday, 12/10 @ 12:00 Noon)</b> <b>Final Class Contribution (Due Tuesday, 12/10 @ 12:00 Noon)</b>