

**SEATTLE UNIVERSITY
MANAGERIAL ACCOUNTING
SPRING QUARTER 2020 SYLLABUS**

Course information:

Course code: ACCT 2310-01 & ACCT 2310-02
 Activities: Canvas modules & Zoom sessions
 Sessions: Asynchronous & Synchronous
 First session: Monday, April 6, 2020
 Last session: Monday, June 8, 2020
 Final exam: Friday, June 12, 2020

Instructor information:

Instructor: Prof. Valentina L. Zamora
 Email: Via Canvas; zamorava@seattleu.edu
 Office: Zoom sessions
 Office hours: The ½ hour after each Zoom session
 Phone: 206-296-5703
 Tutor hours: TBD

Course Description/Rationale:

How do managers use accounting information to help deliver their organization's promises to its stakeholders? This introductory course is designed to help you **actively learn** how accounting information is **prepared** and **used** by managers in making critical business decisions in planning, controlling, and decision making in organizations. The concepts, tools, and techniques introduced and practiced in this course are referenced in and therefore directly relevant to your future business courses (i.e., economics, marketing, management, finance, business law, etc.). Moreover, communicating in and understanding the language of managerial accounting is essential to you as a future business professional, whether or not you become an accountant, and at the very least, so as not to be easily "outnumbered" by one.

Prerequisite:

ACCT 2300 – Principles of Accounting – Financial Accounting. Hence, you must **review and practice problems to the extent you feel "rusty,"** especially the concepts related to the Sales, Inventory, Cost of Goods Sold, how to prepare T-accounts and/or journal entries, and relationships among the basic financial statements. I recommend that you refer to the relevant chapters from your financial accounting textbook and notes. For example, in Cornerstones of Financial Accounting, 4e, 2018, by Rich, Jones, Mowen, and Hansen, which may have been used in ACCT 2300, refer to Chapters 1, 2, 3, 4, 5, and 6, in particular.

Learning Objectives:

On successful completion (i.e., by passing this course), you will be able to:¹

1. Measure and analyze accounting information that help explain and control an organization's performance.
2. Apply cost-volume-profit and differential analysis to a variety of short-term business decisions.
3. Prepare master budgets and evaluate the budget planning process in a variety of organizational contexts.

Learning Approach:

Three anchors will characterize our shared responsibilities for learning in this course:

1. **Reasoned** – we will discover, conceive, drill, and extrapolate managerial accounting concepts, tools, and techniques via active learning activities in Zoom sessions to reinforce your learning outside these sessions;
2. **Relevant** – we will engage in sense-making using a managerial accounting lens to give new meaning to your past/concurrent courses and experiences, real world events, and organizations of interest; and
3. **Reflective** – we will enhance your learning by asking **what, so what, and now what** to develop new insights.

To operationalize this approach, you should come prepared to ask or answer questions from your work in and outside of Zoom sessions; discuss related issues, other points of view, or even opposing ideas. If you find that you haven't managed to complete what's expected per the Canvas schedule, you will likely find that particular session frustrating, since we will build on and apply the coursework each time (including troubleshooting the issues you found most perplexing), but sessions will not involve regurgitating the textbook or Canvas content.

¹ This course partially fulfills the following Undergraduate Business Foundation Learning Objective: Demonstrate understanding of the body of knowledge encompassed by the UG Business Foundation courses; and the Undergraduate Accounting Major program Learning Objective: (2) Propose alternatives in a managerial decision context using cost analysis to support your reasoning; and (5) Weigh the ethical, stakeholder, and stewardship implications of an accounting decision.

It is my responsibility to present you opportunities to succeed. It is your responsibility to take advantage of those opportunities.

Learning Resources and Policies:

- **Review the SU Orientation to Distance Learning:**
<https://seattleu.instructure.com/courses/1563070>
- **Access required materials to every session:**
 Garrison, Ray H., Eric W. Noreen, and Peter C. Brewer. *Managerial Accounting*, 16e. New York: McGraw-Hill, 2018, ISBN-13: 978-1259307416, ISBN-10: 1259307417, hardcover, loose leaf, or digital. Access to Connect is NOT required. Also have handy your notes, handouts, and questions. Good note-taking skills are vital to you in your future career given you can't always expect to access technology and to be given notes.
- **Use technology considerately and with a backup:**
 We will use Canvas, Zoom, Studio, and MS Office. To minimize distractions and disruptions during sessions, turn off all other devices (cell phones, laptops, recorders, etc.) if you can, and silence them if you must. Upload the Zoom app in your smartphone as a backup for video and audio access. If your phone accidentally goes off, I expect you to turn it off immediately, and not to respond. This is how we will respect each other's time and commitment to learning, and how we will avoid having you leave the session. Multitasking detracts from your own learning opportunity, distracts others, constrains safe and active discussions, and is discourteous to all.
- **Read to ask follow-up questions about relevant current events:**
 Access the WSJ, FT, NYT, HBR, CFO Magazine, and Strategic Finance Magazine via the SU library (<http://www.seattleu.edu/library/>).
- **Refer to information in Canvas first:**
 Our site (<https://seattleu.instructure.com/courses/1590758>) contains the session schedule, topic modules, some grades, and other course materials. If you are missing any information, go to Canvas first. You are responsible for having reliable access to a computer with internet connection. Use the latest version of a browser other than Internet Explorer for full functionality.
- **Check Canvas daily for class schedule updates:**
 of deliverable due dates and other course expectations.
- **Contact me using Canvas Chat and Inbox to get a timely response:**
 You are responsible for any and all chat messages and announcements that I send via Canvas. It is also your responsibility to maintain free space in your mailboxes so that you can receive messages with attached documents. Email subject heading should read: "ACCT2310 - XX" where "XX" is your area of concern (e.g., Module 1 in Canvas). Due to the constant threat of viruses, I delete without reading any messages without a subject, or with a subject that I find suspicious. If you practice good business communication skills and use Canvas to contact me, you can generally expect a response within the next business day (i.e., Mondays to Fridays, except holidays).
- **Meet with me at least once during the quarter:**
 during online drop-in hours, sign-up for a meeting slot in Canvas, or make an appointment. I update my availability periodically to match your needs. Use the subject heading: "ACCT2310 appointment request" and in your email and provide a few days/times in order of your preference, the length of appointment (e.g. 10-15 minutes), and the specific reason for your appointment or call request. For an effective and efficient meeting, prepare a summary of **what** you want to discuss, why it matters (i.e., **so what**), and 2-3 courses of action we'll troubleshoot (i.e., **now what**).
- **Meet with your assigned team and set up a teamwork system by the first week:**

Your classmates are a valuable resource as they have access to the course materials. Prior students and peers in other sections do not. You will be working with your classmates in and outside of online sessions, so it is to your mutual benefit to get to know each other. Expect to support each other as this is the way in the real world.

- **Schedule tutoring:**

The Department of Accounting maintains some online tutors for accounting courses. The tutoring arrangements will be posted sometime in the second week. Tutor appointments become scarce especially before exam times so contact them in a timely fashion should you need additional help.

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar Website

(<https://www.seattleu.edu/redhawk-service-center/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning 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.

Notice Regarding 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* (<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: oi@seattleu.edu; phone: 206.296.2824) University Resources and Policies

Performance assessment:

Grades are assigned based on the following weights and approximate grading scale:

<u>Component weights:</u>	<u>Percent</u>	<u>Points</u>	<u>Grading scale</u>	<u>Letter</u>	<u>Historical frequency:</u>
Module precaps*	5%	15	94% and higher	A	(6%)
Module recaps*	15%	45	90% - 93%	A-	(22%)
Team cases*	20%	60	87% - 89%	B+	(16%)
Exams*	50%	150	83% - 86%	B	(16%)
Professionalism & Participation*	<u>10%</u>	<u>30</u>	80% - 82%	B-	(19%)
Total	<u>100%</u>	<u>300</u>	77% - 79%	C+	(9%)
			73% - 76%	C	(5%)
			72% and below	C- and below	(7%)

* Rubrics are in Canvas. Limit discussion of modules, cases, and exams to instructions, requirements, and guidance. Any unacknowledged sharing or copying any (even partial) solutions with present or past students or teams violates Academic Policies and will be pursued in accordance with SU/Albers policies.

Sessions:

Sessions are a mix of asynchronous and synchronous learning activities. Asynchronous learning activities are for you to execute as a time to suit your schedule, within certain limits (e.g., finish a module by the end of the week). Synchronous learning activities are for us as a class, at the same time, and online using Zoom.

Modules:

There are seven modules in Canvas. The front half of each module leading up to the module precap (i.e., parts 1 to 3) is designed to introduce concepts, tools, and techniques that support the module learning objectives. The back half of each module leading up to the module recap (i.e., parts 4 to 6) is designed to reinforce and incrementally deepen your understanding of module learning objectives.

Module precaps (worth 5%, 15 points):

Integrated into the seven modules in Canvas are module precap quizzes worth 2.5 points each. Only your best six precaps count. Module precaps are untimed, open book, and open notes. Recap questions are based on required readings, viewings, practice exercises (PE), and associated reviews in Zoom sessions. To earn points, complete the following module parts sequentially by the due date:

1. Read the assigned textbook chapter and view the topic notes and corresponding (TCF) example videos;
2. Execute the PE, check your responses per the key provided, and correct errors before taking the precap;
3. Submit your precap responses. Use recurring errors to guide which topic learning objectives to micro-drill. PE are reviewed in the Zoom session immediately preceding the precap due date.

Note: Between each module precap and module recap are the textbook foundational fifteen (FF) and suggested practice problems (PP). These help you micro-drill your precap quiz errors. FF and PP are reviewed in the Zoom session immediately preceding the recap due date. For each module, a team of three student members will review an assigned FF or PP question during the Zoom session. Though these reviews are not graded, they present opportunities for team members to demonstrate their professionalism and participation.

Module recaps (worth 15%, 45 points):

Also integrated into the seven modules in Canvas are recaps quizzes worth 7.5 points each. Only your best six recaps count. Module recaps are timed, open book, and open notes. Module recaps also prepare you for online exams. Recap questions are based on the FF, PP, and associated reviews in Zoom sessions. To earn points, complete the following module parts sequentially by the due date:

4. Execute the assigned homework problems, with at least one of the problems in Excel with cell-referencing;
5. Unlock the key, upload your corrections per the key provided, and fix all errors before taking the recap;
6. Submit your recap responses. Use remaining errors to guide which topic learning objectives to further drill.

Team cases (worth 20%, 60 points):

There are two team cases worth 30 points each. Both cases count. Cases are designed to develop your skills

related to working in teams; organizing, processing and interpreting data; evaluating options for decision-making; and communicating your ideas. Cases, instructions, requirements, and guidance will be provided separately and in a timely fashion. Teams earn points based on submitted and session responses to case questions. Responses are expected to demonstrate your team's ability to deliver the following:

1. Clear and full understanding of what the issues are, why the issues are important, and who are affected.
2. Analyses of alternatives are correct, complete, and with attention to practical details.
3. Explanations are clear, concise, correct, considerate, thorough, well-organized, and uses active voice.
4. Recommendations are internally logical, clearly stated, well-supported, and consistent with case facts.
5. Overall presentation meets all other case requirements as specified in the case handout.

Team cases are debriefed in the Zoom session immediately following the case due dates.

Exams (worth 50%, 150 points):

One midterm and one final are worth 75 points each. Exams are timed, open book, and open notes. Exams are equally weighted (25%+25%). Exams require matching, computations, critical thinking, technical analysis, problem solving, and decision-making. Questions are conceptually similar to those in precaps, recaps, and cases, but applied to a new context. There is an opportunity for you to earn the right to reweight your exams (20%+30%). To earn this right, you must obtain an average recap score from the modules after the midterm (i.e., from the last three completed modules) that meets or beats your average recap score from the modules before the midterm (i.e., from your best three of the first four completed modules).

Professionalism and Participation [P&P] (worth 10%, 30 points):

We will maintain an online learning environment that models expectations for professional conduct and personal accountability. Hence, P&P is graded as a reminder that professional courtesy and active participation are important success factor in your future career. This includes, but is not limited to, technology use, tone, timeliness, teamwork, and tenacity.

- **Technology use:**

see 'Learning Resources and Policies' above regarding technology use.

- **Tone:**

You develop professionalism by practicing an appropriate tone in your work and participation.

Numerous research studies show 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 participate during the sessions that involve interactive and small group work.

At a minimum, active participation requires regular and attentive session attendance. I will not take formal attendance, but if you are regularly absent or if you regularly appear to be inattentive, it will concern me so I will contact you. If attendance or attentiveness becomes a continuing problem, then please note: research studies indicate that this will negatively affect your grade. Earn points weekly and randomly as follows:

- 3 meaningful contributions to class by connecting comments, asking questions, or offering explanations
- 2 demonstrates attentiveness and preparedness through clarifying questions, answers, and comments.
- 1 uses language that is appropriate for the classroom and is courteous towards others in the course.
- 0 inadequate notification of absence or lateness, inattentive, discourteous and/or disruptive of others

Although necessarily subjective and finalized after finals, you are welcome to seek guidance and/or feedback as this evaluation process is similar to what you will encounter throughout your future career.

- **Timeliness:**

I can only assess your participation if you are active in synchronous and asynchronous sessions. If you expect to be late or absent for a session, email me via Canvas as soon as possible, so I can pass on your apologies at the start of the session. Include in your email your plan to deliver what's expected per the schedule. If you are unable to complete course requirements because of extenuating circumstances, please notify me in a timely fashion and provide relevant supporting documentation (e.g., doctor's note). Please note that another class event, an interview, etc. are not acceptable reasons to miss deadlines.

- **Teamwork:**

You are required to complete at least one team case contribution self-assessment as follows:

1. Contributed positively to team discussions;
2. Assumed and executed a fair share of the work;
3. Provided timely and quality work;
4. Worked well (e.g., with enthusiasm, creativity, adaptability, positive attitude, etc.); and
5. Helped others to learn and/or assumed a leadership role.

Again, although necessarily subjective, you are welcome to seek periodic guidance and/or feedback as your ability to work in teams is a highly-valued professional skill regardless of your future career choices.

- **Tenacity:**

You can expect to devote an average of 2 hours outside of class to the subject matter (readings, viewings, and preparation, as well as substantive assignments and team cases) for every hour in class. As this is a 5-credit class, you can reasonably expect a weekly average of 5 hours in sessions and 10 hours of coursework otherwise. I have tried to spread the workload evenly throughout the course, but if you find you have less than normal amount of work one week, you can prepare ahead for future sessions.

This course makes rigorous demands on your verbal and quantitative skills. It requires you to assimilate material, understand it in some depth and then apply it to various decision contexts. It should therefore not be undertaken casually. It also tends to be cumulative - if you fall behind or feel challenged by material early in the course, it becomes more difficult to catch up later in the course. So seek guidance in a timely fashion, take advantage of all opportunities to learn and grow, and practice these elements of success:

Keep current • **Discern how you learn** • **Finish strong**