



THE UNIVERSITY OF TEXAS AT AUSTIN
McCOMBS SCHOOL OF BUSINESS
ACC S381 - Financial Accounting
Unique #71360; M,T,W 9:00-11:30; CBA 4.304
Summer 2012 Syllabus

Instructor: Brian Lendecky, MPA, CPA
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Office Hours: Monday and Tuesday, 11:30 – 12:30 and by appointment
E-mail questions are also encouraged and telephone conferences and office appointment at times other than the office hours stated above can be set-up via e-mail.

TA: Justin Walton
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Office Hours: Thursday 11:30-12:30

Overview

This course provides an overview of the preparation, use, and interpretation of financial accounting information and the role of that information in the economy. The course focuses on the recognition and measurement concepts underlying financial accounting, but also covers the mechanics of recording and reporting accounting information.

During the course we will be considering the relations among:

- Bookkeeping,
- The concepts of accounting,
- How to read and evaluate accounting information

Bookkeeping is a mechanical procedure by which the financial transactions of an enterprise are systematically recorded. Double-entry bookkeeping is the global standard and was first documented in 1494 by an Italian monk, Luca Pacioli, as one of five sections in his mathematics book titled *Everything about Arithmetic, Geometry, and Proportions*. Double-entry bookkeeping is a system for keeping track of accounting information. Although this course at times (and all your subsequent courses) will be quite conceptual, bookkeeping is important for us for two reasons. First, it is a useful framework for thinking about transactions and how they affect both financial performance and financial position. Second, it is a useful, and universal, means for communicating with others about how transactions affect performance and position. You will find that without a solid knowledge of bookkeeping this course and subsequent courses will prove to be very difficult.

One of our focuses will be on how corporate financial statements report economic events. We will discuss generally accepted accounting principles for these events, including their conceptual underpinnings. By the end of the course, you should feel comfortable with a company's annual report. You should be able to pick up a set of financial statements, understand where the numbers are coming

from, and be able to take the statements apart and put them back together again so that they suit your decision making needs. The course will proceed apace and there is significant interconnectivity among topics. *Therefore, it is critical that you are prepared for each class and that you do not fall behind. Playing catch-up has proven to be a losing strategy.*

Prerequisites

Admission to the Master in Professional Accounting degree program.

Course Materials

The textbook for the course is *Financial Accounting*, 3rd edition, by Dyckman, Magee, and Pfeiffer, published by Cambridge Business Publishers. Please bring to class each day the:

- Annual Report for Whole Foods Market
- Accounting Authority Handouts

We will be referring to both as we go through the topics. All other course materials, including homework solutions, will be provided on the Blackboard course website. (Student Support for Blackboard is 475-9400.)

Class Sessions

Please study the assigned readings prior to each class meeting. I like class to be very interactive, so I hope you are prepared to ask questions and to respond to my questions. The more you engage the easier the course will be.

A Note to International Students

Many international students experience a degree of “culture shock” when they get to UT—Austin. They may be accustomed to extremely formal relationships between students and professors and they may tend not to ask questions or speak unless called on. In our class, I prefer an informal atmosphere. Please address me by my first name. Ask questions at any time. Don’t worry about your accent or what others think (I’m from the New York City area so I think these Texas folks, including my West Texas born-and-raised wife, have the funniest accents in the whole world!). The classroom is a risk-free place to practice and learn, not a place to worry.

A Note to Non-International Students

Look around. You may notice that the class has a number of international students enrolled. Take advantage of this resource. Learn about other countries and cultures. Learn how business is conducted elsewhere. Don’t let this significant resource go untapped.

Assignments and Advice

The course schedule details all readings and homework that are to be completed. Homework will not be collected or graded, but I encourage you to make your best effort in completing the assigned homework right after class and identify the areas where you need elaboration. Students are encouraged to ask questions and to request that particular points be explained in more detail if they remain confused or uncertain about items discussed or if concepts in the readings remain unclear.

Sometimes the book and class discussion will not systematically cover an assigned question. These questions will enrich your knowledge of the subject matter. If you do not understand the answer to these questions after referring to the reading(s), solutions manual, and class comments please see me or the TA for clarification. You are responsible for this knowledge on exams.

When you do the assignments I recommend that you have the solutions manual (posted on Blackboard) with you. *After* answering each question (the key word is after, not before or during), refer to the solutions manual to see how well you did. The better prepared you are the more I can help you.

A strategy that has proven to be successful by former students is to read that day's material *before* class and to do the homework assigned *after* class as soon as possible. (Read just the assigned textbook chapters before class, we will read the FASB statements together in class.)

This class is very cumulative and it goes by quickly. If you fall behind it will be both very difficult to understand new material and very difficult to catch up. **Please, do not fall behind.**

Grades

Grades for this course in the past have been about 40% A or A-, about 55% B+, B, or B-, and about 5% C+ or lower.

Every effort will be made to conform to a traditional scale of:

100% through 90% = A through A-
89% through 80% = B+ through B-
79% through 70% = C+ through C-
69% through 60% = D+ through D-
below 60% = F

However, I reserve the right to adjust the final semester grades based on the class average and in accordance with the guideline and grading standards for the course.

Incompletes will be given only in the rarest of circumstances and according to university policy. Unfortunately, there will be no opportunity to raise your course grade by doing "extra credit" work after the end of, or during, the semester.

Grading Summary

Your grade will be determined by the following:

Exam 1	30%
Exam 2	30%
Exam 3	30%
Financial Statement Analysis Project	<u>10%</u>
Total	100%

None of the exams will be designed to be comprehensive. However, as noted above, the material is naturally cumulative. Therefore, your success on each progressive test will rely in significant part on your knowledge of the material covered on preceding exams.

An unexcused absence from an exam will result in a score of zero. Make-up exams will not be given except in emergencies and only within 24 hours of the scheduled examination. If you miss an exam for an illness or other emergency, you should notify me as soon as possible and present written documentation (ex. note from attending physician). I have final authority to determine if your absence is excused. If you have an excused absence from an exam and I cannot give you a make-up, your other two exams will receive extra weight to compensate for the missed exam. I will determine how the extra weight will be distributed on a case by case basis.

Grading Questions or Appeals

If you feel there exists a grading error on any of the exams or the FSA project, or if you feel you need to bring to my attention other facts or circumstances that might affect the grade for an exam or the FSA project, you will have one week from the date the exam or FSA project is graded and returned to you to take such action and have the matter resolved. The one-week period will begin on the class day I pass back the exam or FSA project whether you are present that day or not.

Do not wait until the end of the semester, once you realize you may need additional points, to take this action. It will be too late.

Your e-mail and Blackboard

Access to your e-mail and Blackboard is required for this course and I will use the e-mail addresses that are supplied to me on Blackboard. Any outside-of-class announcement that I make (ex. corrections or clarification of items discussed in class, course schedule changes, etc.) will be sent to you via e-mail and/or posted to the class web site. It is possible that substantial content will be posted on Blackboard. It is your responsibility to regularly check both your e-mail and the class web site on Blackboard.

I am also happy to answer any questions you might have concerning the class material via e-mail.

Class Protocol

If for some reason you are running late, do not feel you should skip class. Please come in quietly and take a seat. If you must leave class early, please tell me before class starts. I would appreciate it greatly.

Office Hours:

I have regularly scheduled office hours for consultation on matters pertaining to the course. Students are encouraged to take advantage of these hours to discuss their problems and to secure assistance where needed throughout the semester. An appointment for a telephone conference or office hours outside of the regularly scheduled times can be made.

Scholastic Dishonesty

Collaboration is strongly encouraged outside of class. Collaboration is not permitted on the exams or the FSA project, and violations will be considered to be violations of the Honor Code.

The McCombs School of Business and the department of accounting have no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business.

By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Scholastic dishonesty includes, but is not limited to: copying tests, representing (copying) the work of another person as one's own ***or allowing another person to represent your work as their own***, collaborating without authority with another student during an exam, using or having on your desk unauthorized material or aids to complete an exam (e.g., cheat sheets, solutions, graphing or programmable calculators, cell phones, etc.). Students are expected to adhere to a strict ethical standard in this course.

You should refer to the Student Judicial Services website at <http://www.utexas.edu/depts/dos/sjs> or the General Information catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Disabilities

The University has requested that I include the following information in this syllabus:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Religious Holy Days

If you need to miss a class, including examinations, for the observance of a religious holy day you should inform me as far in advance of the absence as possible, so that arrangements can be made to complete any missed assignment within a reasonable time after the absence.

Electronic Class Rosters

A recent opinion from the US Department of Education states that the University must inform students in advance if their name will be appearing on an electronic class roster: Since Fall 2001, web-based, password-protected class sites have been available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:

<http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>

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(*for every chapter I recommend the mid-chapter and chapter-end review questions*)

Day-Date Topic # Topic

M - 7/9 1 Introduction – Whole Foods Market
 2 **The Accounting Cycle – S&J**

Main reading for this meeting: None

Homework: None

Learning Objectives:

- Understand the different entity forms.
- Understand the purpose of the balance sheet is to report on position using the fundamental accounting equation $Assets = Liabilities + Owners' Equity$, and how transactions affect this equation.
- Understand that the purpose of the income statement is to report on performance using the basic elements Revenues and Expenses, and how transactions affect these elements.
- Understand the purpose of the Statement of Owners' Equity and Statement of Cash Flow
- Understand the purpose of the Notes to the financial statements.
- Understand financial statement users, their decisions, and the information they want.
- Understand the sources and authoritative hierarchy of Generally Accepted Accounting Principles (GAAP).

T - 7/10 2 The Accounting Cycle – S&J
 3 **Balance Sheet Concepts**

Main reading for this meeting: Chapter 1 (including appendix), Chapter 2, SFAC 8 (OB2), SFAC 3 (paragraph 83), SFAC 5 (paragraph 63)

Homework – Chap. 1: Q1-1 through Q1-11, Q1-13 through Q1-18, M1-21, M1-24, E1-28, E1-32, P1-35 (do not prepare the statement of cash flows), P1-38, C1-44, C1-46

Homework – Chap. 2: Q2-2, Q2-3, Q2-6, Q2-7, Q2-8, Q2-10, Q2-13, M2-14, M2-19, M2-20, M2-23, M2-25, M2-30, M2-31, E2-33, E2-34, E2-35, P2-67, P2-68. For additional help, E2-43, E2-46, P2-56, P2-61, and P2-64 provide additional practice with journal entries, T-accounts, and financial statement creation.

Learning Objectives:

- Understand the difference between cash accounting and accrual accounting.
- The basic accounting equation
- The four key financial statements
- The institutions that regulate financial accounting
- The definition of key financial statement elements (assets, liabilities, owners' equity, rev., & exp.)
- How the financial statements are formulated and interact

- Journal entries, T-accounts, general ledger & how they are used to record and analyze transactions
- Three liquidity metrics, including
 - Working capital (CA – CL),
 - The current ratio (CA/CL), and
 - The quick ratio ((cash + ST investments + accounts receivable) / CL)
- Understand the accounting cycle.
- Understand the meaning of debit and credit.

Day-Date	Topic#	Topic
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W - 7/11	3	Balance Sheet Concepts
	4	Income Statement Concepts

Main reading for this meeting: Chapter 3, Chapter 6 Appendix (Appendix 6A pages 279-281), SFAC 6 (paragraphs 25-26, 35-36, 44-46, 49-50,&54).

Homework: Q3-1 through Q3-20, M3-23, M3-24, E3-31, E3-32, E3-33, E3-35, P3-42, P3-43, P3-53, P3-54, Q6-2 through Q6-5

Learning Objectives:

- Understand the concepts of relevance and reliability in the FASB's Conceptual Framework's Hierarchy of Accounting Qualities (SFAC 8).
- Understand the mechanics of adjusting and closing entries.
- Understand the:
 - Balance sheet elements and the meaning of specific assets, liabilities, and owners' equity,
 - Relationships on the balance sheet.
- Understand the meaning of recognition under SFAC 3.
- Understand the GAAP definition of assets, liabilities, and owners' equity under SFAC 6, and the judgment that accounting definitions such as these sometime require.
- The types of adjusting entries, including accrued and deferred revenue, accrued and deferred expenses, and adjustments for the changes in the value of assets and liabilities

M - 7/16	4	Income Statement Concepts
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Main reading for this meeting: SFAC 6 (paragraphs 78-83), SAB 104, SFAS 48 (paragraphs 6-8)

Homework: None

Learning Objectives:

- Understand Return on Equity (ROE).
- Understand earnings persistence and nonrecurring items
- Understand the distinction between of recognition and realization under SFAC 3.
- Understand:
 - The definition of revenue under SFAC 6, the criteria for revenue recognition under SAB 104, and revenue recognition when a right of return exists under SFAS 48.
 - The definition of expense under SFAC 6, and
 - The definition of gain and loss under SFAC 6.
- Understand the typical organization of the income statement and how it ties to other statements.

Day-Date Topic# Topic

T – 7/17 5 Statement of Cash Flows

Main reading for this meeting: Chapter 4 (pages 151-156 and 165-173 only) (skip appendix)

Homework: Q4-1 through Q4-16, M4-26, M4-27, E4-35 (part a only), P4-48 (parts a and b only), P4-52 (parts a-c only). For additional help, P4-46 (parts a and b only), and P4-50 (parts a-c only) provide additional practice on calculating the statement of cash flows from financial statement information.

Learning Objectives:

- Understand the organization and role of the Statement of Cash Flows
 - Understand operating, investing and financing transactions in the Statement of Cash Flows
 - Understand how to develop a Statement of Cash Flows, using the indirect method
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W - 7/18 Exam 1 (over Topics 1-5)

M - 7/23 Two topics will be covered today, Topics 6 and 7

6 Valuation

Main reading: Appendix A (p.592-595 only)

Homework: Posted on Blackboard under “Assignments”

Learning Objectives:

- Understand the time value of money, both present and future values

7 Sales and Accounts Receivable

Main reading for this meeting: Chapter 6 (pages 266-273 & 275-276 only)

Homework: Q6-7, Q6-9, Q6-10, Q6-11, M6-18, M6-19, M6-20, M6-21, M6-22, M6-23, E6-33, E6-34, E6-35, E6-36, E6-37, P6-43, P6-44

Learning Objectives:

- Understand the meaning of Net Sales and how it leads to Gross Profit and the Gross Profit %
- Understand accounts receivable terminology, including
 - Alternative names for accounts receivable,
 - Accounts receivable terms like 2/10, n/30, and
 - The implications of time and uncertainty on accounts receivable
- Understand how to account for bad debts, including
 - Bad debt expense and the allowance for doubtful accounts
 - The two methods for estimating these amounts—namely the percentage of sales method and the aging of accounts method
 - Accounts receivable write-offs and recoveries, and
 - Net accounts receivable
- Understand accounts receivable turnover and days receivables outstanding

Day-Date	Topic#	Topic
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T - 7/24	8	Revenue Recognition – Special Situations
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Main reading for this meeting: Chapter 6 (pages 257-266 only) and PDF reading 1 (which I will bring to class)

Supplemental reading: PDF reading 2 (which I will bring to class)

Homework: Q6-1, M6-13, M6-16, E6-26, E6-27, E6-28, and E6-30 are from the textbook. The rest of the Topic 8 homework problems are posted in a document on Blackboard.

Learning Objectives:

- Understand how to account for revenue when it is recognized after delivery due to payment uncertainty—namely, the installment sales method and cost recovery method.
- Understand how to account for revenue when it is recognized before delivery of long-term contracts—namely, the percentage-of-completion method and the conventional alternative—namely, the completed contract method.

W - 7/25	9	Inventory & COGS
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Main reading for this meeting: Chapter 7 (skip page 329), and Chapter 7 Appendix (pages 330-332)

Homework: Q7-4 through 7-9, Q7-11, Q7-12, M7-17, M7-19, M7-20, M7-21, M7-22, M7-24, E7-25 (only parts a, b, and c), E7-26, E7-27, E7-28, E7-29, E7-31, E7-32, P7-34

Learning Objectives:

- Understand the concept of cost flow assumption, including the following and their implementation: Specific identification method, Last-In, First-Out (LIFO) method, First-In, First-Out (FIFO) method, and Average cost method
- Understand lower of cost or market (LOCM).
- Understand the two inventory systems, namely the
 - Perpetual inventory system, and
 - Periodic inventory system
- Understand special issues pertaining to the LIFO method, including the LIFO conformity rule and LIFO reserve, and LIFO liquidation.
- Understand Inventory Turnover and Days Inventory Outstanding

M - 7/30		Exam 2 (over Topics 6-9)
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Day-Date Topic# Topic

T – 7/31 10 Investments

Main reading for this meeting: Chapter 11 (pages 503-505 only), Chapter 12 (skip p.558-560), Chapter 12 Appendix A&B (p. 562-565 only), Chapter 11 (p. 503-505 only), SFAS 115 (paragraphs 7, 12, 16, and 17), SFAS 157, SFAS 159

Homework: Q12-1 through M12-18, M12-20 through E12-25, E12-26(a&b only), E12-27 through E12-33, E12-35 through E12-42

Learning Objectives:

- Understand debt and equity marketable securities and how to account for them, including.
 - Trading securities,
 - Available-for-sale securities, including reclassification and impairment, and
 - Held-to-maturity securities, including impairment
- Understand comprehensive income and other comprehensive income and how they are presented on the financial statements.
- Understand the equity method including:
 - When the equity method applies,
 - Basic accounting under the equity method, and
 - How investments under the equity method appear on the financial statements
- Understand when the consolidation of financial statements applies,
 - How goodwill arises upon purchasing a subsidiary,
 - The concept of combining financial statements and eliminating entries, and
 - How minority interests appear on consolidated financial statements
- Discuss the “fair value” option

W - 8/1 10 Investments (continued)

M – 8/6 11 Long-Lived Assets

Main reading for this meeting: Chapter 8 (pages 351-361 and bottom of 364-372 only)

Homework: Q8-1 through Q8-10, M8-12 through M8-19 (skip M8-17), E8-22, E8-23, E8-24, E8-27, E8-28, E8-31, E8-32, E8-35, P8-38, P8-39

Learning Objectives:

- Understand which costs upon purchase of an asset get capitalized
- Understand the difference between capital expenditures and revenue expenditures
- Understand tangible asset:
 - Depreciation methods, including
 - o Straight line depreciation
 - o Declining balance depreciation
 - o Units of production depreciation/depletion

Day-Date Topic# Topic

- Sales and impairments
 - Understand intangible asset
 - Characteristics and how they differ from those of tangible assets, and
 - Common types, and
 - Amortization and impairment
-

T - 8/7 12 Liabilities

Main reading for this meeting: Chapter 9 (skip pages 405-408 and skip page 412), the Chapter 9 supplement attached to the back of the Topic 12 notes (which replaces pages 405-408 in the textbook), and Chapter 10 (read pages bottom of 436-441 only)

Homework: Q9-1 through Q9-12, Q9-15, Q9-16, M9-17, M9-18, M9-19, M9-21, M9-23, M9-24(a), M9-25(a), M9-28, M9-29, M9-34, M9-35, E9-37, E9-38, E9-39(a&b), E9-42, E9-43(a&b), E9-45(a-c only), E9-46, E9-50, P9-58, P9-59, P9-60

Learning Objectives:

- Understand how to account for different types of liability payment arrangements, including an arrangement in which:
 - A lump-sum payment, including all interest and principal, is made at maturity
 - Interest only payments are made during the holding period and the principal is paid at maturity, and
 - Interest and principal payments made during the holding period
 - Understand how to account for bonds:
 - Issued at par,
 - Issued at a discount,
 - Issued at a premium,
 - That are retired before their maturity date
 - Understand the differences, similarities, criteria, and accounting for operating leases versus capital leases
 - Understand accounting for contingent liabilities
 - Understand the debt-to-equity ratio
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Day-Date Topic# Topic

W - 8/8 13 Equity

Main reading for this meeting: Chapter 11 (pages 489-505 only) and the Chapter 11 Appendix (pages 508-512)

Homework: Q11-1, Q11-2, Q11-4 through Q11-13, Q11-15, Q11-16, Q11-17, Q11-18, M11-20, M11-21, M11-22, M11-23, M11-25 through 31, M11-33(a only), M11-36, M11-37, E11-40, E11-41, E11-42, E11-45, E11-49, E11-50, E11-51, P11-57

Learning Objectives:

- Understand the terminology and nature of equities
- Understand how to account for:
 - Stock issue and retirement,
 - Treasury stock,
 - Preferred stock, including conversion, redemption, and cumulative features,
 - Cash dividends,
 - Stock dividends, and
 - Stock splits
- Understand how to determine:
 - Basic EPS, and
 - Employee stock options

Sat - 8/11 or Mon – 8/13

Exam 3 (over Topics 10-13)

Time: TBD

Location: TBD

Have an enjoyable and safe break.

I look forward to seeing you on campus in the Fall.