Financial Statement Analysis

Course Summary: This Financial Statement Analysis course focuses on using an array of financial information to best determine the **why** behind past performance. To achieve this we combine quantitative and qualitative factors to understand drivers of performance and to tell the story of the firm. With a solid understanding of the past, we move towards motivating sound forecasts and thoughtful and supported inputs to valuation models.

This course is only advised for people who possess all of the following:

1) an interest in learning and a willingness to develop new skills and perspectives;
2) an interest in how businesses operate, make decisions, change and report their performance;
3) a willingness to benefit from and contribute to the UT/McCombs’ educational experience;
4) a general, but strong, understanding of financial accounting at an introductory level as the logical language of business.

What To Expect:

Historically this has been a challenging class that requires a commitment. It should also be very valuable to your academic and future careers. It is not challenging as it involves false rigor centered on the memorization of complex formulas or lists (that we could easily look up in the real world), but as it will challenge perspectives and require critical thinking and the synthesis of information. The learning is what we do day-to-day, class-by-class; therefore, active learning before, during and after class is essential. We will cover new perspectives on various areas and relate these back to other courses and experiences. In many ways, this is similar to a capstone course that integrates various business disciplines.

This is also a class that actively shuns memorization of terms and formulas and the regurgitation of anything. Memorization and regurgitation is not learning, is not useful, and has no place in higher education. Therefore, we will not waste your time (and your educational investment) with memorizing complex-sounding ideas formulas or theorems or with emphasizing jargon and catchphrases over thoughtful analysis. Instead we will focus on thoughtful ways of approaching various issues. Therefore, you may hear many “Yes, but...” questions: “Yes, but *in your own words*,” “Yes, but why? “Yes, that is the general economic argument, but *how has it played out in this scenario?*” “Yes, that is the change, but *what drove that change?* …We will get dirty trying to best understand various firms and how to best use financial information. It is expected that all students will be actively involved in these discussions.

As an educator and as your professor, I am intensely focused on creating a valuable learning experience. I am passionate about the material and I will not devalue your educational investment by teaching to the test or trying to create the path of least resistance where you pretend to learn and I pretend to teach. I seek to challenge you and to add value to you in your future careers in each class and lesson. I will constantly strive to create and update unique cases and examples that include current events and issues relevant to your future. Therefore, while the class will be challenging, you can do very well by maintaining an active interest in learning, an open mind, a sense of commitment to your educational investment and overall thoughtfulness and integrity.

Please read this first page one more time. Thank you.
A Broader Background of the Course (page 1 of 2)

- Increase our understanding of financial filings (including financial statements, managers’ commentaries, footnotes and other sources of financial information) in order to:
  - Understand how firms operate and create value—*we put considerable emphasis on understanding how financial information helps us understand and guide operating decisions.*
  - Concisely articulate the firm’s past—*without this, valuation and forecasting could be misguided, so we must be able to tell the story of the firm.*
  - Increase our understanding and ability to use tools to analyze information presented in financial statements. Understand the benefits and limitations of financial information provided in financial filings and the motivation for and process of making adjustments to this information—*we will adjust, change and challenge ratios, metrics and formulas to ensure they work in specific real-world situations.*
  - Use our understanding of the firm and its financials to make informed predictions about future performance—*we will stress how understanding financial information provides us with an excellent framework for considering the future.* Motivate, understand, construct and implement various inputs in valuation models—we will cover the mechanics of valuation while stressing the more useful and challenging steps of motivating inputs to valuation. Real valuation is not only a mechanical exercise.
  - The course will be taught using a combination of examples, discussion questions, cases and homework problems. We will learn new concepts using various firms’ historical and current financial data.

To achieve these objectives, during the semester we will learn a framework for business analysis and valuation. The steps in the framework include:

1. **Business Strategy Analysis:** The purpose of business strategy analysis is to assess the profit potential of the firm at a qualitative level. This involves an understanding of the firm’s strategy and its industry and considering how these affect and are affected by the firm’s financial performance.

2. **Financial Analysis:** The purpose of financial analysis is to assess the firm’s historical financial performance in the context of its goals and strategies. Tools used for financial analysis include ratio analysis, cash flow analysis, and common-size financial statements. *Ratio Analysis is not computing ratios (i.e., division), but carefully using and changing ratios to provide us with information.*

3. **Accounting Analysis:** The purpose of accounting analysis is to develop an understanding of whether a firm’s accounting captures its true underlying economic condition(s). This involves understanding accounting transactions, identifying accounting flexibility, evaluating the appropriateness of accounting policies and estimates, and at times, altering financial statements to enhance decision making.

4. **Valuation/Prospective Analysis:** The purpose of valuation/prospective analysis is to forecast the firm’s future financial performance and determine a potential valuation of the firm—our best assessment of intrinsic value. To do this we will learn the mechanics and intricacies of forecasting financial statements and we will cover the components and usage of valuation models.
A Broader Background of the Course (page 2 of 2)

We will review (and learn) accounting concepts as this knowledge is critical to making decisions with financial information. However, the primary objective of the course is not to improve our understanding of Generally Accepted Accounting Principles (US GAAP or IFRS); the goal is to improve our ability to interpret and use financial statements in a variety of settings including a primary focus on credit and equity analyses and supplemental coverage of corporate finance, planning and control. This is not a journal entry class; in fact, we will likely not see any journal entries.

Some additional disclaimers:

1. By financial statements, we mean “information provided in financial filings and other publicly available sources,” which involves more than the Balance Sheet, Income Statement and Statement of Cash Flows.
2. This course is not a review of financial accounting. It is expected that you have mastered the material covered during your intro to financial accounting class. This class will consistently build on and apply this knowledge. Interestingly, once you have mastered the basics of financial accounting, a good general knowledge of business and operations will serve you well.
3. This course is not a mechanical valuation class. It is a course that helps you use financial information to better understand the main inputs to valuation models. This course enables you to move away from an over-reliance or fixation on valuation inputs provided by firms or other analysts and move towards understanding and constructing firm-specific inputs. Besides, once we have a solid set of inputs, the mechanics of valuation are mostly basic math (e.g. addition, division).
4. This course does not cover technical analysis (analyzing fluctuations in stock prices). If you want to master other forms of short-term trading, we recommend that you consider advanced degrees in computer science, statistics, math and psychology-intensive fields in addition to your business studies and if you do not believe you can move more quickly than other market participants, I strongly advise you not to pursue this path (unless you want to lose money). If you would like to know more about technical analysis (not the drawing pictures on charts silliness), please chat with finance professor, Sanford Leeds.
Structure, Materials and Logistics

Course Structure

- The class format involves coverage of the main areas and tools noted above. In addition, there will be a considerable amount of discussions/cases that focus on specific firms and specific financial issues. These cases will involve a careful analysis of the financials, the opportunity to dig deeper to support (or challenge) information that is presented, and the consideration of the benefits and limitations of various tools, metrics and ratios.
- The course will be taught using a combination of examples, discussion questions, cases and homework problems. We will learn new concepts using various firms’ historical and current financial data.
- A tentative schedule of class meetings is attached to the end of this document. This schedule may be revised and all updates will be posted on Canvas or discussed in class.

Materials

- **Recommended text:** The textbook for the course is *Financial Reporting, Financial Statement Analysis and Valuation: A Strategic Perspective* by Wahlen, Baginski and Bradshaw, eighth edition. ISBN: 978-1285190907
  - The textbook is required for students who have not had sufficient exposure to the material we cover in class. The class moves fast and assumes you mastered material from prior classes. If you used a cram-memorize-regurgitate approach in prior classes, which is of no use to you, you will need to catch up. The text provides our background reading, so while you need consistent and reliable access to the text and the cases, you can share the textbook with another student if you are able to work out a plan that ensures sufficient access. Also, I put a few copies for you to access in the reserve, for free, at the PCL.
  - **Suggested Texts:**
    - Anyone who is planning to pursue a career in finance or accounting is strongly encouraged to read *Accounting for Value* by Stephen Penman; Ben Graham’s *The Intelligent Investor*; Michael Lewis’s *The Big Short*; Pat Dorsey’s *The Little Book that Builds Wealth* and Michael Shearn’s *The Investment Checklist: The Art of In-Depth Research*. This is not a comprehensive list and I am open to your suggestions.
- Throughout the course we will be examining publicly available material including corporate press releases, corporate filings (10K’s, etc.), analyst reports, and articles from the business press. When appropriate, these and other supplemental information (or links to these documents) will be provided via Canvas. You will be responsible for downloading and printing these articles and using links posted on Canvas.
- We will also have a Discussion Board on Canvas; information posted on the Discussion Board is required, except for that listed as “extra.”
- **To ensure the highest dissemination of information and to maintain a fair playing field, all non-personal questions must be asked on the Discussion Board.**

Prerequisites

- All specifically required coursework as required by the department. We assume familiarity with basic accounting and financial reporting concepts. I have taught Financial Statement Analysis in nearly every program at the University of Texas and assure you that you do not need to be experts in all areas of accounting or financial reporting to succeed in the course. However, you do need to be interested in business and accounting as the logical language of business. **If comprehensive discussions of interdisciplinary topics such as how competitive forces affect margins and how lower current income via R&D can be a successful barrier to entry is not exciting to you, this course is not for you.**
Assignments and Grading Information (page 1 of 7)

I will determine the final distribution of letter grades at the end of the semester. This means that numerical scores on specific assignments do not correspond to a particular letter grade prior to the end of the semester. Final grades are determined by summing up all pieces, then ranking all students and then following the class distribution. Some areas of the distribution may be very tight. This means that it is mathematically unavoidable that some students with similar grades do not get the exact same final letter grades. Ultimately, someone must fall at each “break point” that means that someone gets the lowest of one grade (for example, the lowest A-) and someone else, with similar grades, gets the highest of the next letter grade (for example, the highest B+). The class’s distribution dictates the percentage of each of the letter grades. That is, your classmates’ performance, more than I, determine your final letter grade. Students may not ask for exclusive extra credit or grade changes at the end of the semester. This is unprofessional and requesting specific treatment violates our University’s academic goals. Moreover, challenging the grades, points, allocation or policies after the semester has begun is unprofessional and may result in a lower final grade as it signifies a departure from the expectations of the class. Constructive comments are warmly welcomed as long as they are made before the first day of class.

My expectation is that the final grade distribution will result in a mean GPA of around a 3.4-3.6, consistent with guidance provided by the MPA program offices. However, please keep in mind that it is a target, not a rule, and the distribution within an individual section might deviate considerably from this target (either up or down).

Course Requirements and Grading

Your grade in the course will be determined as a combination of assignments as follows:

<table>
<thead>
<tr>
<th>Assignment Area</th>
<th>Ind. Points</th>
<th>Submissions</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>0.74%</td>
</tr>
<tr>
<td>In-class Case</td>
<td>40</td>
<td>1</td>
<td>40</td>
<td>2.96%</td>
</tr>
<tr>
<td>Pre-class Cases</td>
<td>40</td>
<td>12</td>
<td>480</td>
<td>35.56%</td>
</tr>
<tr>
<td>Post-class Cases</td>
<td>45</td>
<td>2</td>
<td>90</td>
<td>6.67%</td>
</tr>
<tr>
<td>Class Leadership and Involvement</td>
<td>175</td>
<td>1</td>
<td>175</td>
<td>12.96%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>555</td>
<td>1</td>
<td>555</td>
<td>41.11%</td>
</tr>
</tbody>
</table>

Total: 1,350 100.0%
Assignments and Grading Information (page 2 of 7)

Grading Disputes
My TA and I make every effort to grade all of your work fairly and accurately, but grading errors can occur. If you believe there’s an error, you may request a re-grading of the assignment. Be aware, however, that grading errors can occur in both directions - errors can make grades too high as well as too low. Therefore, if you request a re-grading, your entire assignment will be re-graded, and all grading errors will be corrected. By requesting a re-grade, you accept the possibility that your grade may go either up or down. To request a re-grade, you must submit a written request to me within 72 hours from the time in which the assignment’s grade was released to students (whether or not you were present in class on that day or checking email). The request must be accompanied by the original, if I do not retain it, and must state the area of dispute, your recommendation for change in grade, an explanation or justification for your recommendation and any limitations to this recommendation. The re-grade request must refer to the guidelines established in this syllabus.

Informal discussions about how a student can perform better are allowed, but a student should first be able to clearly articulate (in person or in writing) how their submission compared to the discussion from the class (and any posted materials) for the pre-class cases or the posted materials for the post-class cases and also be able to discuss the expectations as noted in this syllabus.

Description of Requirements

Exam (41.11%)
We will have only one exam, which will be a final exam. The exam is tentatively scheduled for July 8th or 9th. All notifications of exam conflicts must be received no less than one week after the start of the semester. No exceptions.

The exam is primarily built around class discussions and homeworks and involves your analysis of actual firms’ financial information. This exam is not one for which you should try to cram. You prepare for the exam by doing the work day to day in this class and then by relaxing the night before the exam. Cramming is not useful in the real world (an elective for which you can cram is a good example of a class not worth taking).
Assignments and Grading Information (page 3 of 7)

Cases
The Cases are broken into three main types: in-class and surveys, post-class and pre-class cases. Specific information for all of these will be provided on Canvas or provided during class.

In-class Case and Surveys: There will be one in-class case and an introductory survey. These are all required and worth a total of 3.7%. The surveys are graded on effort, not on “correct” answers; full credit is given for any complete submission.

Post-Class Cases: There are a total of 2 post-class cases which constitute 6.67% of your total grade. Some of this work is mechanical and submissions will generally follow class. You must submit all of these cases. The format of these will vary (details will be provided on Canvas). Late submissions are accepted for these, and only these, cases with the following contract: up to 24 hours late if it is not yet covered in class: 20% deduction. More than 24 hours late or after it is covered in class: 50% deduction.

Pre-Class Cases: There are a total of 14 pre-class cases which constitute 35.56% of your total grade. The primary objective of the Case is to help you gain exposure and get your mind working before attending class; many of these constitute the reading for the course as well. You should assume that all of these cases are due before 11 am on the day of the class—any exceptions to this will be explicitly noted. These cases are designed to draw from your prior knowledge and expose you to what we will elaborate on during class. You only have to submit 12 of these. If you submit more than 12, you can keep your highest 12 (and drop the lowest two scores). There are no late submissions for any reason as this is already explicitly considered in the extremely generous fact that you only need to submit 12 and the fact that pairs are allowed.

Case Grading: In this class, I will do much of the quantitative work for you. Therefore, the assignments are mostly qualitative. Many questions on these assignments do not have a single “right” answer, but certainly can have wrong or irrelevant answers. As a result, the case grades will mostly be in buckets. As general advice, achieving scores in the top buckets will require that you focus on all of the following (1) offering thoughtful, concise and relevant support; (2) carefully addressing the main issues(s) on more than a superficial level; (3) not overlooking any important issue (4) answering all of the questions; (5) avoiding incorrect statements; (6) avoiding inconsistent statements; (7) avoiding fluff, filler or irrelevant points; and (8) avoiding generic and therefore uninformative answers—that is, unless noted otherwise, the answers should be firm-specific.

The case grading buckets will be as follows:

- Top Bucket (39-40 points out of 40): Not only do the submissions in this bucket achieve all of the 8 points listed above, but they also set clearly themselves apart (on a relative basis). These submissions could clearly lead the class and offer excellent and thoughtful answers on all of the question with valuable perspectives and insights. The percentage of submissions achieving this top bucket will be between 0% and 10%, which demonstrates that these high scores are extremely difficult to obtain.

- Second Bucket (36-38 points out of 40): Submissions in this bucket are complete, thoughtful and relevant and represent an overall solid submission without any main weaknesses that achieves all of the 8 points listed above. This is a commendably high score, but is not as high as the submissions in the top bucket;

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2 I attended a seminar and have read many articles which call this approach a “Flipped Classroom.” These noted that a flipped classroom was the new way of approaching education. I have not been in the profession that long, but my initial thought was that this is just a new way to market common-sense, student-focused education that de-emphasizes memorization and regurgitation and actually cares about mastery of the material. A good idea, but not new.

3 This lenient policy is designed to incorporate all valid and unavoidable reasons for missing any of the required work (for example, students whose textbooks and computers are stolen and whose hotels’ internet completely stops working while they are busy saving a litter of puppies from a nearby fire when they are out of town on an interview, which was a once-in-a-lifetime opportunity and had to occur the night before the case is due) as well as those reasons, which are less valid, such as missing a name, missing a deadline or turning in an incomplete version.
Assignments and Grading Information (page 4 of 7)

that is, as the grades are relative and as some of the other members of the class may have turned in submissions that were stronger and/or offered key insights that the submissions in this bucket may have overlooked. The percentage of submissions achieving this bucket will be between 20% and 40%.

- Third Bucket (33-35 points out of 40): Submissions in this bucket are complete, thoughtful and relevant without any main weaknesses and achieve nearly all of the 8 points listed above. While a solid effort was exerted on every part of every question and all answers had sufficient support, there may have been a few issues or areas noted by others that a submission in this bucket may have overlooked. The percentage of submissions achieving this bucket will be between 20% and 40%.

- Fourth Bucket (25-31 points out of 40): Submissions fall into this bucket as while effort was exerted on every question, there are a few issues or overlooked aspects, including some of the 8 points listed above. For example, while support may be given, the support could be incomplete, generic, unrelated or inconsistent. On a related point, effort requires more than putting random words on the page—the answer must have support and make sense, even if it is not the perfect answer. Tautological answers do not constitute effort.4 The percentage of submissions achieving this bucket will be between 10% and 40%.

- Fifth Bucket (20 points or fewer out of 40): Submissions in this bucket are incomplete and signifies less than a complete effort on all of the problems or contain significant errors, omissions or demonstrate a lack of professionalism. This includes, but is not limited to, not providing any support for answers. No set percentage of submissions need to be in this bucket and the aspiration is that there are none for each and every submission throughout the semester. A submission in this bucket constitutes underperformance on both a relative and absolute basis. Multiple submissions in this bucket (or missing submissions) is unacceptable and will preclude a student from receiving a B or higher in the class.

Consistent with these policies, final grades are entirely based on your work relative to your classmates.

Cases must be submitted on Canvas in the respective link. Unless the case is clearly listed as INDIVIDUAL on Canvas, you can work with another student on the cases. Most of the cases will allow you to work with another student. The goal of pairs is to enable you to actively share ideas but still be involved. There is a cap to group sizes as large groups remove the benefit from working through the material. Whether you are working alone or in a pair, ALL names must be on the final submission. If a name is missing, no one gets credit. Directly sharing files or copying answer (including copied answers with minor edits) across groups is a violation of the policies of our University and will not be accepted. When you work with another student you must only submit one copy of the Case—if more than one submission is made, a 10% penalty is applied.

All participating members are also responsible for each assignment: if all of the names are not clearly listed at the top of the assignment, no group members will get credit; if the assignment is late, all group members will get the same result. No exceptions. You may choose your own groups for the final project and the cases and the members may vary from one assignment to the next. You are also responsible for monitoring the groups that you have chosen; if you have any issues, try to deal with them whenever possible. You are allowed to work alone if you prefer. In the past, students have effectively used Skype, Facetime, Google Docs, Dropbox, and Comments and Track Changes in Microsoft Word to collaborate from different locations and good, old-fashioned meetings to collaborate in person. You are responsible for checking and re-checking any issue with formatting or other errors before submission.

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4 From Dictionary.com: "Needless repetition of an idea, especially in words other than those of the immediate context, without imparting additional force or clearness."
Assignments and Grading Information (page 5 of 7)

Format and length for Cases (Memo Format):

a. This can be summarized as “Write professionally!”

   b. Cases should be written as memos that are written concisely with real sentences and paragraphs (as if you are writing a memo to professional colleagues and NOT as if you are writing a text message to your friends). This format is NOT simply listing question numbers and responding (i.e., your submission should be a stand-alone document that can be understood without having to refer back to the questions).

   c. The length of the content portion of memos (excluding exhibits) will be given for many questions—you must follow these. In addition, the total length of each submission will be a maximum of two pages unless otherwise noted. Please clearly add all names, page numbers and references to any Exhibits (if needed—not all Cases need exhibits). No cover page is needed. Submissions that use egregiously unprofessional formatting (i.e., 6 or 20 point font, wingdings font or quadruple spacing) will not be accepted. Submissions that do not run Spellcheck, write in complete sentences or have other careless errors will receive at least a 50% deduction.

   d. Cases and assignments that involve Excel submissions will be explicitly noted and guidance and/or Excel worksheets may be provided for these.

Class participation and leadership (12.96%)

Part of a real educational experience is contributing to the learning community around us. Much of class is conducted in a discussion setting. We will not spend much time going over basic computations or mechanics, rather we will analyze specific firms and discuss which metrics are important, the reasons for our approach, and the implications of our choices. The assignments are geared to prepare you to participate in and learn from these discussions. Accordingly, your completion of the assignments and your participation in our discussions are vital. If you are not involved in the Discussion on your own, you should prepare for cold calling. At times, I will only be a facilitator of your discussions with each other. After most classes, I will make class notes, with particular attention to the quality of comments or questions, not the quantity. You do not need to be correct to participate: insightful questions and thoughtful perspectives are also important and I encourage students to be active, even when they are unsure—this is learning! In fact, wrong, but relevant and respectful, answers are a great form of classroom leadership.

To be as clear as possible, students who consistently added value with good questions or perspectives, even without the right answers, have earned perfect scores (they also usually do well in the class as truly caring about your knowledge is highly correlated with high performance in a good and challenging class). Moreover, a strong, smart and vibrant academic community is a part of why you and your classmates are here at UT.

Consistent with what is noted above, students are required to attend all classes. Students are permitted two total excused absences (or partial attendance) for the semester for major events only. As your absence can detract from the learning experience of others, if you will miss part of or a whole class, please post to our Discussion Board before (or after) class when this occurs. The post can include an apology to your classmates, if sincere, and can include whatever information you believe is both personally and professionally prudent. If, for any reason, you are uncomfortable posting the circumstance to the class, you may email me in private. For the easiest means of taking attendance, if needed, I may take a photo of the class each period. A student who misses more than 2 total classes cannot pass the class without a direct and clear documentation of the circumstances.

I expect you to treat this class as you would a professional responsibility. Accounting at McCombs has consistently been ranked as the #1 program in the country, and the professionalism of our graduates is a big part of that. You therefore owe it to yourself, your professors, your fellow students, and past and future McCombs graduates to behave professionally, both inside and outside of the classroom.

5 Maybe the next UT coach will have the last name Vibrant.
Assignments and Grading Information (page 6 of 7)

Active participation in class and group work is a key element of professionalism. Accordingly, I will assess your participation in class discussion, including your responses when called upon. Some characteristics of effective class participation include:

- Are the points that are made substantive and relevant to the discussion in terms of increasing everyone's understanding, or are they merely regurgitation of facts? Do the comments provide useful insights?
- Do the comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed? The best contributions tend to be those that reflect not only excellent preparation but also good listening, interpretative and integrative skills.
- Do the comments show evidence of a thorough reading and analysis of the required readings/cases and of prior class information?
- Does the person distinguish among different kinds of data (facts vs. opinions vs. assumptions) and provide reasonable substantiation of arguments?
- Do the comments take the discussion into a new and relevant direction, without disrupting the current flow of the discussion?
- Is there a willingness to test new ideas or share uncertainties, or are all comments “cautious” or "safe" (sharing uncertainties about an issue can be valuable and can in fact lead the discussion in interesting directions)?
- Is the person willing to interact with classmates by asking questions or challenging conclusions in a courteous manner?
- You are not required to contribute to each and every example. You are required to make good contributions in multiple class sessions in order to earn better than a C for your class participation grade; you’ll need consistent contributions (nearly every class) over the semester in order to earn an A.

Here’s a general idea of how I plan to grade your class participation over the course of the semester:

- **Outstanding Contributor:** Consistent and sustained contributions to large-group discussions reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes change the direction of the class for the better. Arguments, when presented, are generally well-substantiated and often persuasive. If this person were not a member of the class, the quality of the large-group discussions would be diminished significantly. In addition to exceptional large-group discussion contributions, also actively participates in small-group discussions.
- **Good Contributor:** Consistent contributions to large-group discussions reflect satisfactory preparation. Ideas offered are usually substantive, generally provide useful insights, and occasionally offer a new direction for the discussion. Arguments, if presented, are reasonably well-substantiated. If this person were not a member of the class, the quality of the large-group discussions would be diminished. In addition, also offers comments in small-group discussions.
- **Marginal Contributor:** Generally routine contributions to large-group discussions reflect some minimal preparation. Ideas offered are occasionally substantive but seldom provide clear insights or new directions for the discussion. Arguments may be occasionally presented but are generally not well-substantiated. If this person were not a member of the class, the quality of the large-group discussions would be diminished only slightly. This grade is warranted for those who participate only in small-group activities with no material large-group contributions.
- **Non-participant:** This person has maintained attendance to some extent but has said little or nothing in class; hence there is no adequate basis for evaluation. If this person were not a member of the class, the quality of the discussions would be unchanged.
- **Disruptive Contributor (0 out of 10% or lower):** If present in class at all, contributions to discussions reflect inadequate preparation. Ideas offered are rarely substantive, provide few, if any, insights and never offer a constructive direction. At best, contributions are obscure, confused, and indicate a lack of familiarity with the fact of the issues under discussion. At worst, comments demonstrate disrespect for other students or the professor. If this person were not a member of class, valuable airtime would be saved.
Assignments and Grading Information (page 7 of 7)

- Disruption includes consistently arriving late, leaving during class or packing up early or using a cell phone during class. This includes texting and getting water during class. After the first class, you can expect to receive 2-5 percentage points off of your total class participation/class leadership score for each class that you use your phone for anything other than an emergency. Unless you are presenting or getting water for someone who is desperately in need, leaving class to get more water is not needed. This also include out-of-class activities, such as disruptive emails or disruptive Discussion Board posts; for example, complaining about grades, assignments or policies or constantly asking for information that is already provided on in class, on Canvas or on this syllabus without a valid reason. Disruptive behavior also includes asking for unfair opportunities or extra credit or any other violation of the academic policies and expectations of our University. *I hope no one achieves this grade as this represents a major lack of professionalism and respect for our University.*

Our class will also make use of Discussion Board. This is the forum for outside-of-class questions related to assignments, our class coverage and any related current events. *Constructive* Discussion Board involvement can help enhance your class participation and leadership grade, but the primary driver of performance is the classroom experience. (Logistical questions such as “When is the exam?” or “Where is the Excel file?” are welcomed, but are not considered constructive.)
Academic Integrity and University Policies (page 1 of 2)

Cheating involves copying work across groups, cheating on an exam or project, plagiarizing your assignments and other things as well. Don’t cheat as (1) it is wrong; (2) the costs far outweigh the benefits: you don’t want to get kicked out in a short-sighted attempt to make a B a B+; and (3) there is a very good chance that your cheating will be revealed and we will all be extremely disappointed.

Policy on Scholastic Dishonesty
The McCombs School of Business has 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 BBA Program’s Statement on Scholastic Dishonesty at http://www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. 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, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Copyright and Intellectual Property
The course packet and other materials are the intellectual property of your professor and are given to you, for free, on an individual basis only. You may not, in anyway, share, distribute or post electronic, hardcopy or other versions of the class materials with other people or on websites or other avenues of social media without explicit permission from me. Posting or sharing materials, or even snippets of materials, will be considered a violation of our University’s Academic policies for all parties involved and may lead to a failing grade in this class. This includes all websites, apps and social media; the only exception is that you may post class-related material to our class’s Canvas Discussion Board during the semester.

Recording Class:
Recording all or any part of class without explicit written permission from the professor is strictly prohibited. Violations will constitute a violation of the academic integrity policies of our University and may lead to a failing grade in this class and legal prosecution. If you need to record the class, please email me to seek permission at least a week in advance and include details about the date, topics, individuals involved and a clear explanation of the reasons for this need.

Privacy in Canvas:
Information in Canvas is protected by your UTEID login. If applicable, please be aware that I will use a merged Canvas site for all sections of the course that I am teaching this semester. This will allow students in other sections to see that you are enrolled in the course and send you email from within Canvas. However, they will not actually learn your email address and no other personal data will be revealed through Canvas. If you have any concerns, please contact the ITS Help Desk at 475-9400 for help removing your name from view of other students.
Academic Integrity and University Policies (page 2 of 2)

Additional Important Notifications

**Students with Disabilities**
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssd/.

**Religious Holy Days**
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Campus Safety**
Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: http://www.utexas.edu/emergency.
# Preliminary Schedule:

This may change and Canvas, not this syllabus, will hold the official schedule. Please note that week 4 has four outside-of-class-cases.

<table>
<thead>
<tr>
<th>Class II</th>
<th>Day</th>
<th>Month</th>
<th>Date</th>
<th>Coverage</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction, Business Strategy and Overall Assessments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Thur</td>
<td>June</td>
<td>2</td>
<td>Introduction to Financial Statement Analysis</td>
<td>Intro Survey (IR)</td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>June</td>
<td>6</td>
<td>A Case-Based Introduction to Analysis</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>3</td>
<td>Tues</td>
<td>June</td>
<td>7</td>
<td>Inductive Assessment and Business Strategy Analysis</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>4</td>
<td>Wed</td>
<td>June</td>
<td>8</td>
<td>Financial Accounting Review and an Overview of Valuation</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>5</td>
<td>Thur</td>
<td>June</td>
<td>9</td>
<td>Assessing Accounting and Reporting Choices and Information</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td><strong>Financial Analysis</strong></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Mon</td>
<td>June</td>
<td>10</td>
<td>13 Introduction to Financial Analysis: Income Statement and Profitability</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>7</td>
<td>Tues</td>
<td>June</td>
<td>11</td>
<td>14 Assessing the Balance Sheet and Understanding Efficiency</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>8</td>
<td>Wed</td>
<td>June</td>
<td>12</td>
<td>15 Understanding the Statement of Cash Flow</td>
<td>Pre-Class Case</td>
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<tr>
<td><strong>Specific Topics and Accounting Analysis</strong></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Thurs</td>
<td>June</td>
<td>13</td>
<td>16 Assessing Assets and Expenses, R&amp;D and Asset Capitalization</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>10</td>
<td>Mon</td>
<td>June</td>
<td>14</td>
<td>17 Understanding Business Performance and Revenue Recognition</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>11</td>
<td>Tues</td>
<td>June</td>
<td>15</td>
<td>18 Understanding Revenues, Expenses, and Margin</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>12</td>
<td>Wed</td>
<td>June</td>
<td>16</td>
<td>19 Working with the Issues and Challenges Inherent in Cash Flows</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>13</td>
<td>Thurs</td>
<td>June</td>
<td>20</td>
<td>20 Assessment of Risk, Hedges and Derivatives</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>14</td>
<td>Mon</td>
<td>June</td>
<td>21</td>
<td>21 A Careful Assessment of Taxes</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>15</td>
<td>Tues</td>
<td>June</td>
<td>22</td>
<td>22 Analyzing Fixed Assets and Capital Expenditures to Understand Growth</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>16</td>
<td>Wed</td>
<td>June</td>
<td>23</td>
<td>23 An Analysis of Leases and Off Balance Items</td>
<td>Off Balance Sheet</td>
</tr>
<tr>
<td>17</td>
<td>Thurs</td>
<td>June</td>
<td>24</td>
<td>24 Assessing Working Capital, Liquidity and Sustainability and Financial Arrangements</td>
<td>Pre-Class Case</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>Men</td>
<td>July</td>
<td>4</td>
<td>No class for Holiday</td>
<td>Forecasting and Valuation</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Tues</td>
<td>July</td>
<td>5</td>
<td>Forecasting part 1</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>19</td>
<td>Wed</td>
<td>July</td>
<td>6</td>
<td>Forecasting part 2 and Valuation part 1</td>
<td>Forecasting</td>
</tr>
<tr>
<td>20</td>
<td>Thur</td>
<td>July</td>
<td>7</td>
<td>Valuation part 2</td>
<td>Pre-Class Case</td>
</tr>
<tr>
<td>FriSat</td>
<td>July</td>
<td>8-9</td>
<td>Final Exam</td>
<td></td>
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