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 particular 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*, 5th edition, by Dyckman, Hanlon, Magee, and Pfeiffer, published by Cambridge Business Publishers. There are two copies of the textbook on reserve at the PCL library. One is a 2-hour reserve and the other is a 24-hour reserve.
- Along with our daily class notes, we will be referring regularly to Apple Inc.’s 2016 Form 10-K which is posted on Canvas.
- All other course materials, including class notes and homework solutions, will be provided on the Canvas course website.

A financial calculator is also mandatory for the course. A variety of Texas MPA courses require a calculator that performs basic business functions (business calculators have the following keys: IRR, n, i, PV, PMT, FV, and CF). If you already have one and know how to use it, that’s fine. If you do not, the accounting department recommends the HP 10b-II+ Financial Calculator (about $35). Other calculators are fine, if you already have another financial calculator just use it (do not buy a new financial calculator if you already have one).

**Class Sessions**
Per the top of the first page of this syllabus and the registrar’s office this class meets on MTW from 9:00-11:30. That is true except for three days. Due to a mistake on my part in scheduling, I have a teaching conflict on Wednesday July 12. To make sure we get the correct total amount of class time here is the altered schedule for three days:

- **Wednesday July 12** - we will have class from 8:00-9:30 (1.5 hours) instead of 9:00-11:30 (2.5 hours).
- **Monday July 17** - we will have class from 9:00-12:00 (3 hours) instead of 9:00-11:30 (2.5 hours).
- **Tuesday July 18** - we will have class from 9:00-12:00 (3 hours) instead of 9:00-11:30 (2.5 hours).
If the altered portions of these three class times conflict with another class, work schedule, etc. please let me know and we will set-up a time for an encore performance of the missed portion of the lecture in my office.

Please study the assigned textbook readings prior to each class meeting (we will read the accounting authority handouts together in class). 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.

Grading
Your grade will be determined by the following:

Exam 1 30%
Exam 2 30%
Exam 3 30%
Financial Statement Analysis Project 10%

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.

The MPA Program Committee recommends a target grade distribution of 3.4-3.6 for this course. I will use that target distribution as a guideline for establishing final grades, but the actual grades assigned will be based on what you earn. Grades for this course in the past have been about 50% A or A-, about 45% B+, B, or B-, and about 5% C+ or lower.

Every effort will be made to conform to a traditional scale of:
100% through 90.0% = A through A-
89.9% through 80.0% = B+ through B-
79.9% through 70.0% = C+ through C-
69.9% through 60.0% = 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.
Unfortunately, there will be no opportunity to raise your course grade by doing “extra credit” work after the end of, or during, the semester. Incompletes will be given only in the rarest of circumstances and according to university policy.

Exams
All exams are closed-book, closed-computer, and closed-notes. The exams will be individually-completed. You will need to bring a calculator to the exam, which may be your financial calculator. You may NOT use any calculator that stores text, which of course includes phones or computers. The exams will embrace all course content as covered in the assigned chapters from the textbook, suggested problems from the textbook, class notes, and class discussions. I will post practice exams.

An unexcused absence from an exam will result in a score of zero. Please visit http://deanofstudents.utexas.edu/emergency/ for details on valid reasons for missing an exam, of which I require verification from the office of the Dean of Students. Approved make-up exams will be given within 48 hours of the scheduled examination. If you miss an exam due to a severe illness or other emergency, you should notify me and present the appropriate paperwork and proof of emergency to Student Emergency Services (see website at beginning of paragraph) as soon as possible. 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/or 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 whether you are present that day or not. Since the FSA Project will be graded after the last class day, the one-week period will begin on the day the grade is posted on Canvas.

Please do not wait until the end of the semester, once you realize you may need additional points, to take this action (unfortunately by then it will be too late).

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 homework I recommend that you have the solutions manual (posted on Canvas) 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. Homework problems will help you confirm your understanding of the key topics. The purpose of the homework is to allow you to master the material. Although often intuitive in class, you will not really “get” these concepts and calculations unless you stumble through them on your own. Trying to solve the homework problems will be a good way to reinforce your knowledge of the material and to prepare for exams. If you need help with a homework problem after looking at the solution on Canvas, please feel free to see me.

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.

Calculators on Exams
You may NOT use calculators that have text memory (e.g. programmable calculators) or cell-phones on exams. Examples of PROHIBITED CALCULATORS are the TI-83, 84, 86 and 89 that many of you have used since high school. You may use simple 4-function calculators or a financial calculator. Again, cell phones or tablets can NOT be used as calculators.

E-mail and Canvas
The use of e-mail and Canvas is required for this course and I will use the e-mail addresses that are supplied to me on Canvas. I will frequently communicate with the class with announcements and guidance via email. If you need to update your email address with the University go to your UT Direct page and, under personal info/all my addresses, change your email address. Any outside-of-class announcement that I make (ex. corrections or clarification of items discussed in class, syllabus changes, course schedule changes, etc.) will be sent to you via e-mail and/or posted to Canvas. It is possible that substantial content will be posted on Canvas. It is your responsibility to regularly check both your e-mail and the class web site on Canvas.

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.

Due to a past incident of my lectures being recorded and then sold on-line (which is copyright infringement, not to mention just all-around slimy) the audio or video recording of my lectures is NOT allowed without my express consent. If you need to record a lecture you must ask me specifically before class.
**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, internet-based, 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 and neither do I. 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 the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all 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.

**IT’S NOT WORTH IT!** ALL acts of academic dishonesty receive significant penalties and are reported to Student Judicial Services and attach to your record.

You should refer to the Student Judicial Services website at [http://www.utexas.edu/depts/dos/sjs](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.
**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://diversity.utexas.edu/disability/accommodations-and-services/](http://diversity.utexas.edu/disability/accommodations-and-services/).

**Religious Holy Days**
Per the UT Austin General Information Catalog, you must notify me “as far in advance as possible” (I expect at least 14 days advance written notice) of your pending absence due to the observance of a religious holy day. If you must miss an examination or other assignment in order to observe a religious holy day, and you notify me appropriately, you will be given an opportunity to complete the missed work within a reasonable time after the absence. [http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/](http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/).

**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](http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html)

**Campus Safety**
- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an official announcement is made. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember, 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.
- 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.
- For concerns about individual behavior, call the Behavior Concerns Advice Line (BCAL): 512-232-5050. Up-to-date information regarding emergencies and emergency procedures can be found at: [http://www.utexas.edu/emergency](http://www.utexas.edu/emergency).
Brian Lendecky is a Senior Lecturer in the Department of Accounting at The University of Texas at Austin. He joined the department in 2006 and teaches Financial Accounting, Cost and Managerial Accounting, and the Tax Practicum course, the latter winning a 2008 Governor’s Volunteer Award from Governor Perry and a 2011 Tower Award. Brian also teaches Financial Methods for Lawyers in the School of Law, Financial and Managerial Accounting courses in the McCombs Executive Education program, the Mexico City, Houston, Dallas / Ft. Worth, and Full-Time MBA programs, the ESCP-EAP European School of Management in Paris, the VSE School of Economics in Prague, and the Chinese University of Hong Kong. Brian Lendecky started his career at PriceWaterhouseCoopers and has subsequently managed accounting departments in the food manufacturing, energy, & medical supplies manufacturing industries.

Brian has received numerous teaching awards including the 2014 Texas Society of Certified Public Accountants Outstanding Accounting Educator Award, Mexico City Executive MBA Outstanding Faculty Award (2017, 2016, 2015, and 2014), Fall 2016 Evening MBA Faculty Honor Roll, Spring 2015 Texas MBA at Houston Faculty Honor Roll, 2013 Hank and Mary Harkins Foundation Award for Effective Teaching in Undergraduate Classes, 2011 Master in Professional Accounting (MPA) Council’s Outstanding Accounting Faculty Award, Spring 2011 Best Faculty Award from the Alpha Kappa Psi business fraternity, and the 2010 CBA Foundation Advisory Council Award for Teaching Innovation. He was nominated by the Faculty Affairs Committee of the Senate of College Councils and the Undergraduate Business Council for the Professor of the Year Award for 2009. He has served on the MPA Program Committee since 2010. Brian is also the McCombs Faculty Advisor for the PWC xACT and xTax case competitions and our McCombs team has been a national finalist in 2007, 2008, 2010, and 2011.

Brian is a licensed CPA in the State of Texas and is a proud alumnus of the McCombs School’s #1 ranked MPA program. Brian and his wife Stephanie stay busy with their four boys (ages 22, 18, 15, and 6) and one girl (age 3). In his spare time Brian is an avid sports fan and poker player. He has played in the World Series of Poker three times and has made a World Poker Tour final table.
ACC S381 - Financial Accounting
Unique #71105; M,T,W 9:00-11:30; CBA 4.332
Summer 2017 Course Schedule
(*for every chapter I recommend the mid-chapter and chapter-end review questions*)

<table>
<thead>
<tr>
<th>Day-Date</th>
<th>Topic #</th>
<th>Topic</th>
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<tbody>
<tr>
<td>M - 7/10</td>
<td>1</td>
<td>Introduction – Apple Inc.</td>
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Main reading for this meeting: None

Homework: None

Learning Objectives:
- Understand the information given in a Form 10-K.
- Understand the purpose of the Notes to the financial statements.
- Understand financial statement users, their decisions, and the information they want.
- Understand the institutions that regulate financial accounting.

T - 7/11  2  The Accounting Cycle

Main reading for this meeting: Chapter 1 (pages 2 - middle 21 and 25-28) and Chapter 2

Homework – Chap. 1: 1-1 through 1-11, 1-13 through 1-18, 1-21, 1-24, 1-29, 1-37 (do not prepare the statement of cash flows), 1-41, 1-50

Homework – Chap. 2: 2-2, 2-3, 2-6, 2-7, 2-8, 2-10, 2-13, 2-14, 2-19, 2-20, 2-23, 2-25, 2-32, 2-35, 2-36, 2-37, 2-69, 2-70. For additional help, 2-45, 2-48, 2-58, 2-63, and 2-66 provide additional practice with journal entries, T-accounts, and financial statement creation.

Learning Objectives:
- 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 difference between cash accounting and accrual accounting.
- The four key financial statements
- Understand the purpose of the Statement of Owners’ Equity and Statement of Cash Flow
- How the financial statements are formulated and interact
- Journal entries, T-accounts, general ledger & how they are used to record and analyze transactions
- Understand the accounting cycle.
- Understand the mechanics of adjusting and closing entries.
- Understand the meaning of debit and credit.
Day-Date  Topic#  Topic

**W - 7/12**  3  **Balance Sheet Concepts**

**Main reading for this meeting:** None

**Homework:** None

**Learning Objectives:**
- Understand the:
  - Balance sheet elements and the meaning of specific assets, liabilities, and owners’ equity,
  - Relationships on the balance sheet.
- Understand the GAAP definition of assets, liabilities, and owners’ equity and the judgment that accounting definitions such as these sometime require.
- Three liquidity metrics, including
  - Working capital (CA – CL),
  - The current ratio (CA/CL), and
  - The quick ratio ((cash + ST investments + accounts receivable) / CL)

**M - 7/17**  4  **Income Statement Concepts**

**Main reading for this meeting:** Chapter 3, Chapter 6 (pages 270-278 and middle 293-295), Chapter 6 Appendix (pages 295-300)

**Homework – Chapter 3:** 3-1 through 3-20, 3-23, 3-24, 3-31, 3-32, 3-33, 3-35, 3-42, 3-43(b only), 3-53, 3-54

**Homework – Chapter 6:** 6-2 through 6-5, 6-17, 6-25, 6-33, 6-41

**Learning Objectives:**
- Understand earnings persistence and nonrecurring items
- 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
- Understand:
  - The definition of revenue, the criteria for revenue recognition, and revenue recognition when a right of return exists.
  - The definition of expense
  - The definition of gain and loss.
**Day-Date**  | **Topic#** | **Topic**
---|---|---
T – 7/18 | 5 | Statement of Cash Flows

**Main reading for this meeting:** Chapter 4 (pages 156 through 161 and bottom half of 172 through top half of 185)

**Homework:** 4-1 through 4-16, 4-19, 4-20, 4-26, 4-35, 4-48, 4-52. For additional help, 4-46 & 4-50 provide more practice on preparing the statement of cash flows from financial statement info.

**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 - 7/19** | **Exam 1 (over Topics 1-5)**
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**M - 7/24** | **Two topics will be covered today, Topics 6 and 7**
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6 | **DuPont Model (Chap 5) and Time Value of Money (Appendix A)**

Note – there is no connection between the DuPont Model and the Time Value of Money, except that they are both short topics so I put them together in the same set of notes.

**Main reading:** Chapter 5 (pages middle of 225 and then bottom 227 through 230), Appendix A (page 615 through top of page 622 and bottom of 623 through middle 631)

**Homework – Chap 5:** 5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 5-14, 5-28, 5-36(exclude c&d), 5-38(exclude c&d)

**Homework – Appendix A:** EA-1, EA-2(a&b), EA-3, EA-4, EA-5, EA-7, EA-13, EA-14

**Learning Objectives:**
- Understand Return on Equity (ROE) and the DuPont model.
- Understand the time value of money, both present and future values

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7 | **Sales and Accounts Receivable**

**Main reading for this meeting:** Chapter 6 (pages 281-288 and bottom of 291-295)

**Homework:** 6-7, 6-8, 6-9, 6-10, 6-11, 6-18, 6-19, 6-20, 6-21, 6-22, 6-23, 6-34, 6-35, 6-36, 6-37, 6-38, 6-44, 6-45 (exclude c)

**Learning Objectives:**
- Understand the implications of time and uncertainty on accounts receivable & terms like 2/10, n/30
- Understand how to account for bad debts, including
  - Bad debt expense, the allowance for doubtful accounts, net accounts receivable
  - 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
- Understand accounts receivable turnover and days receivables outstanding
Day-Date | Topic# | Topic
---|---|---
T - 7/25 | 8 | Inventory & COGS

Main reading for this meeting: Chapter 7 (skip middle of page 350 – middle 351), and Chapter 7 Appendix

Homework: 7-4 through 7-9, 7-11, 7-12, 7-17, 7-19, 7-20, 7-21, 7-22, 7-24 (just a), 7-25 (only parts a, b, and c), 7-26, 7-27, 7-28(A1), 7-29, 7-31, 7-32, 7-34, 7-35

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 the meaning Gross Profit and the Gross Profit %
- 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

W - 7/26 | 9 | Revenue Recognition – Special Situation

Main reading for this meeting: Chapter 6 (pages 279 and 280 only)

Homework: 6-1, 6-13, 6-14, 6-16, 6-28, and 6-29 are from the textbook. The rest of the Topic 9 homework problems are posted in a document on Canvas.

Learning Objectives:
- 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.

M - 7/31 | Exam 2 (over Topics 6-9)
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<thead>
<tr>
<th>Day-Date</th>
<th>Topic#</th>
<th>Topic</th>
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<tbody>
<tr>
<td>T – 8/1</td>
<td>10</td>
<td>Investments</td>
</tr>
</tbody>
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**Main reading for this meeting:** Chapter 11 (page 530 – top of 531 only), Chapter 12 (skip 583 – top 585), Chapter 12 Appendix B

**Homework:** 12-1 through 12-10, 12-12, 12-13, 12-15, 12-16, 12-17, 12-19 through 12-25, 12-26(b&c only), 12-27 through 12-40, 12-42

**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 non-controlling interests appear on consolidated financial statements
- Discuss the “fair value” option

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<thead>
<tr>
<th>W - 8/2</th>
<th>10</th>
<th>Investments (continued)</th>
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<tr>
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<td>11</td>
<td>Long-Lived Assets (see next page for details)</td>
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</table>
Day-Date  Topic#  Topic

M – 8/7  11  Long-Lived Assets

**Main reading for this meeting:** Chapter 8 (skip 384 - 386) and Chapter 12 (page 583 through top 585 only)

**Homework:** 8-1 through 8-10, 8-12 through 8-18, 8-22, 8-23, 8-24, 8-27, 8-28, 8-31, 8-35, 8-38, 8-39, 12-41

**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
    - Straight line depreciation
    - Declining balance depreciation
    - Units of production depreciation
  - Sales and impairments
- Understand intangible asset
  - Characteristics and how they differ from those of tangible assets, and
  - Common types, and
  - Amortization and impairment

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Day-Date  Topic#  Topic

T - 8/8  12  Liabilities

**Main reading for this meeting:** Chapter 9 (skip pages 416 through middle 417, skip second half of 430 through 433, and skip middle 438 through 439), Chapter 9 supplement posted on Canvas (which replaces pages second half of 430 through 433 in the textbook)

**Homework:** 9-1, 9-3 through 9-8, 9-9 (skip g), 9-10 through 9-13, 9-16, 9-17, 9-21, 9-22, 9-26, 9-27(a), 9-28(a), 9-31, 9-32, 9-36(a&b), 9-37, 9-40, 9-41(a&b), 9-44(a&b), 9-45(a&b), 9-47(a–c), 9-50(a&b), 9-58(a-c)

**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, and issued at a premium
- Understand the debt-to-equity ratio
Main reading for this meeting: Chapter 11 (Skip small stock dividend on top of page 528, but please do read large stock dividend on bottom of page 528. Also skip middle of page 531 through 535.)

Homework: 11-1 through 11-12, 11-15, 11-20(b&c), 11-21, 11-22(b&c), 11-23, 11-25, 11-26(b&c), 11-28, 11-29, 11-30, 11-31, 11-33(a only), 11-36, 11-37, 11-40(b&c), 11-41, 11-42, 11-45, 11-49(b-d), 11-50, 11-51, 11-57(b-e)

Learning Objectives:
- Understand the terminology and nature of equities
- Calculate basic EPS
- Understand how to account for:
  - Stock issue and retirement,
  - Treasury stock,
  - Preferred stock,
  - Cash dividends,
  - Stock dividends, and
  - Stock splits

Exam 3 (over Topics 10-13)

Sat – 8/12
Time: TBA
Location: TBA

Have an enjoyable and safe break.

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