

**BUSINESS 2257
ACCOUNTING AND BUSINESS ANALYSIS
2014-2015**

CONTACT INFORMATION

Alexander (A.J) Miller
Office: A2b
Phone: 360
E-mail: amill64@uwo.ca
Office Hours: Wednesday 12 – 2 pm
Or by appointment
Website: <https://owl.uwo.ca>

CLASS INFORMATION

Section 552
Monday Wednesday
9:30 am – 11:00 pm
Room HUC W12

COURSE DESCRIPTION

This course presumes no prior knowledge of business administration. It is required by other faculties for some of their programs and is the only university prerequisite for entrance into the Honors Business Administration program at Ivey Business School. Students will learn how to develop financial statements and assess their uses and limitations. Students will also learn various quantitative and qualitative decision-making tools and apply these tools using case studies. An emphasis will be placed on smaller businesses and the course will be highlighted by an entrepreneurial feasibility study.

COURSE LEARNING OBJECTIVES

By the end of this course, students should be able to:

1. Analyze and record accounting transactions.
2. Prepare and analyze financial statements.
3. Apply analytical management tools that assist in business decision-making, often with incomplete or imperfect information.
4. Assess the feasibility of undertaking a new business enterprise.
5. Demonstrate effective written and oral communication skills.
6. Demonstrate expected workplace behaviour; for example, participation, leadership, collaboration, engagement and attendance.

COURSE PREREQUISITES AND ANTIREQUISITES

Prerequisite(s)

Five courses at University level.

COURSE MATERIALS

1. Text — *Financial Accounting: Tools for Decision-Making, Custom Text for Business 2257, Fall/Winter 2014/2015* (available in binder ready or electronic format at the Western Bookstore)
2. Casebook — *Business 2257* (one volume for first term, one volume for second term)¹
3. Super-T Worksheets

COURSE STRUCTURE AND CONTENT

The course is divided into two segments: the first segment deals with the preparation of financial statements; the second segment focuses on the analysis of quantitative and qualitative data needed to make business decisions.

The Preparation of Financial Statements Segment (First Term)

International financial reporting standards and generally accepted accounting methods of presenting the financial condition and performance of a firm will be outlined and discussed in a series of questions, exercises, problems and cases. In addition to manipulating, correcting and summarizing data to produce financial statements, students will be expected to recognize the uses and limitations of these statements.

Analysis and the recording of accounting transactions using the T-account system will be the primary tool used in this segment of the course.

The Business Analysis and Managerial Accounting Segment (Second Term)

This portion of the course emphasizes the interpretation and use of the accounting information developed in the first term. From the decision-maker's perspective, students are expected to analyze the financial and non-financial aspects of a given firm and to evaluate future courses of action. This material is more subjective than the preceding term and requires students to make decisions using incomplete and imperfect information. The second term uses primarily cases based on small- to medium-sized businesses, as teaching vehicles, for applying the following concepts.

Business Planning

1. Cost Behaviour

¹ The course casebook and handouts are protected under copyright law and are considered mandatory fees by UWO Senate and the Board of Governors.

This section involves the classification of costs according to their behaviour with respect to the sales volume of a firm. Such analysis is useful for preparing financial projections and budgets, controlling and monitoring performance and making operating decisions. An understanding of cost behaviour is fundamental to quantitative analysis in the second term.

2. Marketing Management

The basic tenets around how to establish a marketing strategy are studied to understand the “fit” between a product or service and its intended consumers.

3. Cash Management

This section is divided into two segments—past and future. The statement of cash flows (past) helps answer questions about cash usage and cash sources during the past accounting period. The cash budget (future) is a tool used in forecasting cash needs and surpluses in order to help manage a firm’s cash position.

4. Financial Management and Planning

This section introduces ratio analysis and projected financial statements. These tools enable a manager to assess the financial condition of a firm, plan for future financing needs and choose appropriate financing sources.

Managerial Accounting

Cost-volume classifications, overhead allocation rates and risk/return analysis, addressed earlier in the course, are used again as analytical tools when making decisions such as the setting of retail selling prices, evaluating segment performance, and assessing short-term opportunities—the differential cash flow model.

Comprehensive Cases

The course will conclude with comprehensive cases that integrate the material covered in the second term.

TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS

This course is taught primarily by the case method, which requires a much greater involvement of students in class than does the traditional lecture method. Students are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, listening to others during class discussions and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method. Prior to any case discussion, engaging in discussions with (or examining notes from) others who may have already experienced the case class is a clear violation of our norms.

The workload for this course is heavy and students spend a considerable amount of time in preparing for each session since emphasis is upon day-to-day preparation for each class. Students have consistently rated Business 2257 as one of the heaviest courses of the second year.

Detailed note-taking during class can often be distracting for others and counterproductive to

your own learning. Instead, try to be selective in taking notes during class. At the end of each class or at the end of the day it is a good idea to consolidate what you have learned. To respect the integrity of materials presented in class, phones, cameras and any other recording devices are not to be used in the classroom.

Attendance at all classes in this course is expected; however, circumstances may arise which make it impossible for you to attend. If you are unable to attend a class, you are expected to advise your instructor in advance. Under University regulations, your instructor can determine at what point absenteeism has become excessive and approach the Dean who may prevent you from writing the final exam, thus preventing you from passing the course.

Additionally, at the instructor's discretion, any student who misses more than 25% of scheduled classes will receive a class contribution grade of "0" for the course.

EVALUATION

All components of evaluation must be completed for a student to be eligible for a passing grade in the course. There will be no reweighting of components within the course. Please note that grades cannot be adjusted on the basis of student need. Your grade in the course will be the grade that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and exams cannot be rewritten to obtain a higher grade. Additionally, students must pass at least one of the following individual timed testing points to be eligible to receive a passing grade: mid-term exam, mid-year exam, or final exam.

Mid-term Exam	Saturday, October 18, 2014, 1:00 p.m.	20%
Mid-year Exam	December Exam Period	25%
Feasibility Study*	Wednesday, February 11, 2015, at 3:00 p.m.	20%
Final Exam	April Exam Period	25%
Class Contribution		<u>10%</u>
		100%

* *Ten marks (of 100) of the written report mark will be deducted for the first 24 hours during which the report is late. Ten marks (of 100) of the written report mark will be deducted for the second 24 hours during which the report is late. The weekend following the due date will constitute one 24-hour period resulting in an additional penalty of 10 marks (of 100) of the written report mark. Those late reports handed in on the Monday must be submitted during administrative office hours (9:00 a.m. to 3:00 p.m.). Reports will not be accepted between Friday at 3:00 p.m. and Monday at 9:00 a.m.; therefore, any report submitted by 3:00 p.m. Friday will be reduced by 20 points of 100 and those submitted anytime after 3:00 p.m. Friday and before 3:00 p.m. Monday will be reduced a total of 30 points of 100. There are no exceptions. Plan to hand in the report early; there is no penalty for being early. Reports exceeding the page limit or which are not formatted as described in "The Feasibility Study" (see First Term Casebook) will be subject to a penalty of 10 marks (of 100) of the written report mark. Additionally, any violation of the rules stated in the document "The Feasibility Study" will be subject to penalty. Students should consult their instructors if they have any doubts regarding penalties.*

EVALUATION COMPONENT DESCRIPTIONS

Exams

Exams will be based on all readings, assignments, and course material; consequently, students are expected to understand not just what is discussed in class.

The mid-term and mid-year exams will require students to analyze and record accounting transactions. The preparation and analysis of financial statements may also be required.

The final exam will consist of a case and will require students to apply analytical management tools that assist in business decision-making, often with incomplete or imperfect information.

Feasibility Study

The group project integrates many concepts taught in the course. Students work in groups of six or seven people (depending on class size) to undertake a feasibility study of a new enterprise and must complete a written report and give an oral presentation to the class. Field research and investigation are necessary. The project involves a significant amount of time (outside of regular classes) during the second term. Students should be cautioned that there will be out-of-pocket costs associated with the project; however, students are encouraged to keep these costs to a minimum.

If it is brought to the attention of an instructor that a student has not contributed sufficiently to the feasibility study project, the student may receive a grade penalty. This grade penalty will be at the discretion of the instructor and may be based on feedback received from other group members or from a peer evaluation form.

Students who are absent without documentation for the feasibility study in-class presentation will receive a mark of "0" on the presentation portion of the feasibility study.

Students may not pay any person or tutorial service, workshop or other organization for assistance or advice in researching or writing the feasibility study report.

In the past, several projects have been implemented by students and have developed into successful small businesses. All projects submitted will be kept on file at Huron.

Class Contribution

Contribution by each and every student is a cornerstone of any effective case method learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students' contributions to this course are initiated through thorough class preparation. Cases should be analyzed, related to readings, lectures and experience.

Contribution is expected to be relevant to the current discussion and includes answering questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Students should be prepared to start the class, lead the discussion, develop agendas and suggest topics of importance. Just as important is listening attentively to your classmates and critiquing ideas constructively.

SCHEDULE OF CLASSES

Detailed schedules outlining each session's topic, assigned readings, textbook/case study assignment material, etc. will be available on the website.

ACADEMIC POLICIES

Please refer to the attached appendix that outlines various academic policies and other important information.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining

integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department

concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

MOS students registered at Huron who require advice about modules and courses in MOS should contact Academic Counselling. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>