

2015

ACCT 201-01-02 Introductory Managerial Accounting

M. Christian Mastilak
mastilakc@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/accountancy_syllabi_fall_2015

Recommended Citation

Mastilak, M. Christian, "ACCT 201-01-02 Introductory Managerial Accounting" (2015). *Accountancy Syllabi Fall 2015*. Paper 10.
http://www.exhibit.xavier.edu/accountancy_syllabi_fall_2015/10

This Restricted-Access Syllabus is brought to you for free and open access by the Accountancy Syllabi 2015 at Exhibit. It has been accepted for inclusion in Accountancy Syllabi Fall 2015 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.

**ACCT 201 Sections 01, 02 Fall 2015
Syllabus Summary**

This course covers material managers need to know in order to manage businesses profitably.

Professor: Dr. M. Christian Mastilak (MASS-tuh-lack). If you don't want to pronounce or spell Mastilak, you may simply use "Dr. M." My office phone is 745-3290. My email is mastilakc@xavier.edu.

My office hours are MW, 10:00 AM – 3:00 PM; Thursday 1:30 – 5:00PM. Please use them liberally. I'm in 212 SMH.

Book: Managerial Accounting for Managers; Noreen, Brewer, Garrison 3rd edition; McGraw-Hill Irwin; ISBN 978-0078025426

All assignments may be cumulative – that is, any previously-covered material may be relevant to any assignment. Grading is based on the following assignments:

Assignment	Weight
Midterm exams (2 at 25% each)	50%
Final exam	30%
Quizzes	10%
Other assignments	10%
Total	100%

Grading scale is 90/80/70/60, generally without +/- grades given. Course grades are neither intended to be a measure of your *effort* nor of the grade you *want*, but rather your *mastery of the material*. Not everyone will get an A or a B. Seniors planning to graduate at the end of the semester will receive no special consideration.

Any instances of mobile phones ringing, students sending text messages, profane language (defined by me) during class or unreasonable lateness will result in either a \$5 fine or a 5-point reduction in your score. At the end of the term, all fines will be matched by me and the total will be donated to charity.

Academic honesty: The penalty for violations of the academic honesty policy will generally include your receiving an "F" in the course. Your best course of action if you're having difficulty with an assignment – even if it's at the last minute – is to contact me and ask for help.

MISSION OF THE WILLIAMS COLLEGE OF BUSINESS: We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

INSTRUCTOR: M. Christian Mastilak, PhD
CLASS SCHEDULE: MW, Section 01: 3:00-4:15; Section 02: 4:30-5:45, SMH141
CAMPUS OFFICE: 212 Smith Hall
MAIL LOCATION: ML# 5161
OFFICE PHONE: 513-745-3290
OFFICE HOURS: MW, 10:00 AM – 3:00 PM; Thursday 1:00 – 5:00PM
EMAIL: mastilakc@xavier.edu

REQUIRED TEXTS:

1. Managerial Accounting for Managers; Noreen, Brewer, Garrison 3rd edition; by Noreen et al.; McGraw-Hill Irwin; ISBN 978-0078025426 (be sure to get the right book and edition)
2. Any other readings as assigned and distributed during the semester.

ONLINE CONTENT: Online content for this course will be delivered on Canvas. I will generally use **Canvas “announcements”** to communicate with the class, although I may also use Xavier email accounts. Students are responsible for reading their Xavier email and Canvas daily for course information, updates and changes.

REACHING ME: Please feel free to come to my office hours for any reason. It is my job to be available, and I enjoy helping. (That’s why I teach for a living.) My office hours are for your benefit! It is never an interruption of something more important for you to see me during office hours.

I am also usually in the office at times other than my office hours. Feel free to stop in then as well; however, I may not be able to spend much time with you if something else must be done.

I will generally respond to email once or twice each weekday. **Please do not expect me to check email on Sundays or during evening hours.** Please do not email me with questions about how to do certain problems. It can be very inefficient for both of us if I try to respond via email. Please visit my office, call or chat during my office hours, or see me before or after class.

COURSE PREREQUISITES:

1. **ACCT 200 (Introductory Financial Accounting) or equivalent.**
2. I also assume proficiency with **basic algebra**. Most of this course involves manipulating straightforward algebraic models of a business, generally models using only a single variable. The math is relatively simple. Developing the models and their implications, however, requires clear, logical thinking. In this course, I also give an introduction to the fact that managers face unstructured problems, often without simple, step-by-step solutions. This lack of structure and the resulting uncertainty present a many students with great difficulty. However, this is the best way I know of to prepare students for managing organizations.
3. I also assume students are willing and able to **read and comprehend written English**. There are many situations throughout the course where reading comprehension is required – reading the textbook in preparation for and review of class meetings, reading problems to gather data; careful reading of exam instructions and problems, and more. Earning a high grade will require you to exercise this skill regularly throughout the semester. I issue this warning because experience has taught me that many students are either unwilling or unable to read and comprehend written material, and I am not willing to relieve you of the burden.

COURSE OBJECTIVES: Managerial Accounting focuses on identifying, measuring, analyzing, and interpreting quantitative data that are used to support business decision-making. Students will be expected to:

1. Apply relevant cost management concepts to enhance ethical reasoning and communication skills;
2. Analyze data using mathematical and graphical techniques to develop critical thinking skills;
3. Evaluate cost management systems to enhance technological skills and knowledge;
4. Understand the uses, benefits, costs, and limitations of quantitative information for managerial decision-making; and
5. Communicate effectively, orally and in writing.

This course is intended to meet the following learning goals for the Williams College of Business undergraduate program:

- **Critical Thinking**

Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.

Corresponding Objectives:

- (1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.
- (2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

- **Ethics and Social Responsibility**

Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.

Corresponding Objectives:

- (1) WCB students will recognize ethical issues and their implications on personal and business decisions.
- (2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

- **Understanding and Application of Knowledge Across Business Disciplines**

Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

Corresponding Objectives:

- (1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
- (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)

LEARNING PHILOSOPHY: It is primarily the student's responsibility to learn the course material. This will require, among other things:

- Preparation for class prior to class meetings
- Regular and prompt attendance
- Attention and participation during class meetings
- Ongoing study between exams, not merely "cramming" immediately prior to the exams

It is *not* likely that students who merely attend class meetings will learn much of the material. There is nothing the professor can do to make up for a lack of effort, attention, or engagement on the student's part.

WHAT TO DO IF YOU NEED HELP IN THE CLASS: *First, do the work.* I've had students tell me that once they took me at my word that actually doing the work is required, they've actually enjoyed the class.

Second, please come see me. Helping students learn is my job, and I enjoy it. I'll probably say the same things I say in the syllabus – prepare for class, do the homework problems, etc. However, many students don't believe me that these things actually help and are required. But it's true. The only way I've seen students improve their performance is to do the work necessary to learn the material. I'm happy to do as much as I can to help students – creating practice quizzes, providing solutions to additional homework problems, etc. It takes your effort, though, at the end of the day.

Third, use other sources of help. The Learning Assistance Center provides tutoring services. Also, there is usually a drop-in Accounting Lab, staffed by a graduate assistant, to provide help on an ad-hoc basis.

Please do not drop the course without coming to see me first. I've seen students drop the course with a grade in the high "C" range, who could have easily moved up to at least a "B" had they sought help. Dropping the course means you'll just have to take it again (unless you change majors out of the WCB). If you don't change the things that caused you to get a particular grade the first time through, you'll probably get that same grade again. Don't waste time – try to improve your grade the first time through.

CLASS MEETINGS: Class starts promptly at the beginning of the assigned time. Please do not arrive late unnecessarily. If you are absent, please send me an email to explain why. You are primarily responsible for making up any material from classes you miss. I will answer questions you have, but will not repeat entire lectures.

You are not to use laptops during class; the temptation to check email, browse the web, etc. and the potential for distracting other students are too great. **Please silence mobile phones and other electronic devices** while in the classroom. Failure to do so is inconsistent with the purposes of the class sessions and common courtesy. If there are extenuating circumstances (e.g., you are expecting an important phone call), please notify the instructor before class.

Any instances of mobile phones ringing, students sending text messages, profane language (defined by me) during class or unreasonable lateness will result in either a \$5 fine or a 5-point reduction in your score. At the end of the term, all fines will be matched by me and the total will be donated to charity. (Note: I hold myself to this standard as well; if I forget to silence my phone and it rings, I'll put in \$5.)

Material in the textbook including exercises and problems will be the basis for class discussions. Thus, in order to be prepared for class discussions, you are to *attempt* this ahead of time. I do not expect you to be able to get all the answers correct, but I do expect you to be able to explain your thinking and progress, and why you may not have finished the problem.

Class meetings will generally include working through problems, some lecture, and some informal group-based work. I will try to minimize merely lecturing out of the textbook. I will focus on explaining and applying the material.

I will also try to minimize the normal tendency for the same few people to dominate in-class discussion. This means **I will “cold-call” if necessary**. I do not expect every student to know every answer (otherwise class time would be wasted). I do expect every student to be paying attention, to understand the issues, and to have a thoughtful response to the question. Thoughtful responses include questions – if you are struggling to understand the material, I need to know that so I can help.

GRADING: Course grades are not intended to be a measure of your *effort*, but rather your *mastery of the material*. Course letter grades are assigned according to the following scale:

90-100%	= A	(Exceptional)
80-89%	= B	(Good)
70-79%	= C	(Satisfactory)
60-69%	= D	(Minimum passing)
Below 60%	= F	(Failure to pass the course)

The grade of "I" (Incomplete) is not assigned. All assignments will be completed during the semester. **I will use “plus” and “minus” grades at my discretion, although I generally do not assign them.** Factors that will affect any adjustments include professionalism (attendance, punctuality, communication, etc.), class participation, and other indicators of effort and attitude. However, **grades are dependent on your mastery of the material as demonstrated on the graded assignments, and not your attendance in class or your effort.** That is, you will not receive a particular grade, other than “F,” just for showing up.

Note that the university considers an “A” to represent “exceptional” work. I will give an “A” to all students who demonstrate exceptional work (measured by earning at least 90% of the available points) during the course. However, earning an “A” in this course will require understanding the material deeply, and being able to apply it to situations beyond the basic examples provided in the course. Also, note that the university considers “satisfactory” work to be represented by the grade of C. Thus, if your work is merely satisfactory, then you should expect to receive a grade of “C.”

Grading is based on the following assignments:

Assignment	Weight
Midterm exams (2 at 25% each)	50%
Final exam	30%
Quizzes	10%
Other assignments	10%
Total	100%

ASSIGNMENTS:

All assignments may be cumulative – that is, any previously-covered material may be relevant to any assignment.

Exams: The questions on the exams will not be mere copies of the homework problems. Homework problems are intended to help you learn. Exam questions are intended to assess the level of mastery. Different purposes lead to different questions.

It is my intention to write difficult but fair exams. There may be material on the exams that is not covered in class, but is covered in required readings. There may also be material that extends beyond what is covered in class and the readings, to determine whether students can infer implications of the material.

To ensure fairness, everyone must sit for exams at the same time. Those absent will receive a score of zero.

Extreme circumstances *may* justify an exception if the instructor is notified **in advance** and if the reason is considered to be appropriate. **I will require appropriate written documentation for any requests to reschedule exams.** (Oversleeping an exam or having multiple exams on the same day are not considered an appropriate reason for an exception.)

Department of Accountancy policy on the use of calculators: During examinations, no programmable calculators of any type, or calculators in mobile phones or other electronic devices, may be used. A limited number of basic four-function calculators will be available for your use during exams. You are not required to use my calculators. I recommend that you an inexpensive calculator that is suitable for exams, and becoming familiar with it, if you don't already have one that is suitable.

Quizzes: Quizzes are intended to help you prepare for exams and to assess your mastery of the material. They will generally cover recent material, although they may cover any material already covered in class. Quizzes may be announced or unannounced. Quizzes may be in-class or outside of class.

There are also practice problems suggested for each chapter. These are optional, but I **strongly** recommend you work on them. We'll use some of these as a basis for class discussion. This class discussion will only be beneficial to you if you've tried the practice problems.

PERSONAL CONTRIBUTION: The Jesuit philosophy includes the notion that education is personal and student-centered. Students at Xavier – and in this course – are expected to develop and display an attitude of, and behaviors consistent with this philosophy. This includes, but is not limited to: thorough preparation for class meetings; meaningful contribution to class meetings; respectful use of language; engagement in learning rather than merely accumulating points for a grade; and concern for one's own and others' learning.

As a reinforcement of this element of Jesuit education, I reserve the right to base a portion of students' grades on their personal contributions to the class.

Also, please note that this philosophy, and the personal contribution requirement, also mean that I have an obligation to provide a classroom environment and course materials that enable and encourage this contribution. I will endeavor to do so, and welcome any suggestions you have regarding how I can improve.

ACADEMIC HONESTY:

Academic life requires a trust based upon integrity of the written and spoken word. I will not tolerate violations of certain standards of ethical behavior. These violations include all forms of cheating, plagiarism, and unauthorized assistance on any assignments and exams. All assignments in this class are to be done individually. **Anyone who receives or gives unauthorized assistance on any assignment will be guilty of violating this policy. If you are unsure of how to apply this policy to a particular situation, you should discuss it with me before turning in any assignments or discussing an assignment with anyone else. The penalty for violations of the academic honesty policy will generally include your receiving an "F" in the course. I may also pursue your expulsion from the University if I deem it appropriate.** Further, in accord with the University's policy, **I will report all instances of academic honesty violations to the Dean of the Williams College of Business.**

Keep in mind that when I find instances of academic dishonesty, I am forced to respond. The responses are never pleasant, and may linger throughout the semester or beyond. It is a waste of my time to have to prosecute these incidents, and I am unlikely to be in a good mood when I do so. Given the penalty for cheating, and the fact that I take this seriously, you are generally better off not turning in an assignment than cheating on it. Not turning in an assignment results in a zero. Cheating is substantially worse than not turning in an assignment. **Your best course of action if you're having difficulty with an assignment – even if it's at the last minute – is to contact me and ask for help.** I would *much* rather grant an extension, or help you with the requirements of an assignment, than have you turn in someone else's work as your

own. So, even if it's shortly before an assignment is due, or it's the middle of the night, send me an email and we can talk about it. Of course, you'd be better off contacting me sooner – but **cheating is always the worst possible action to take.**

LEARNING DISABILITIES:

Pursuant to Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act, academic adjustments that are reasonable and appropriate accommodations will be made for those students with learning disabilities. For student to receive valid and warranted accommodation, he must register with the Xavier University Learning Assistance Center at the beginning of the semester. After the student has received counseling and evaluation, the director of the LAC will generate documentation identifying appropriate accommodation. This confidential documentation will then be discussed and signed by the instructor and the student.

Please note that the instructor is not able to evaluate learning disabilities or determine appropriate accommodation; nor is he able to evaluate medical or other pertinent documents. These tasks can only be performed by the staff members of the Xavier University Learning Assistance Center.

WITHDRAWALS AND CHANGES IN ENROLLMENT STATUS:

Academic calendar dates and academic regulations are published by the University in its Catalogs, Programs, and Schedule of Classes.

COURSE SCHEDULE:

The course schedule is subject to change by class announcement or announcement posted on Canvas.