

2015

ACCT 201-03-04 Introductory Managerial Accounting

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"We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition." **Williams College of Business Mission Statement**

Introductory Managerial Accounting: ACCT 201

Course Syllabus

Section 03: 8:30 – 9:45 T/Th..... 249 Smith

Section 04: 10:00 – 11:15 T/TH..... 249 Smith

Dr. Tim Miller CGMA, CPA, MBA, PhD

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Office Hours: 8:00 – 8:30 am & 11:15 – 12:00 pm T/TH
2:00 – 6:00 pm Wednesday & by appointment

WCB Mission Statement: The College educates students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

Purpose: Per the University Catalog – This course is “Identifying, measuring, analyzing, and interpreting accounting data that is used to support managerial decision-making.”

Textbook: Garrison & Noreen, *Management Accounting*, 15th Edition, McGraw Hill Publishing 2014.

Other Material – Connect Account for online homework. URL for the course is at:
<http://connect.mheducation.com/class/t-miller-fall-2015-managerial>

***Connect comes with an e-book. In addition, the website offers a loose-leaf version of the text for \$40 once Connect is purchased. I believe this combination to be the least expensive and best alternative. If you do find a better one, please spread the word and let me know.**

Format: The course will be designed as a mixture of lecture, problems, and questions. We will work on problems in various ways--as a class, in small groups, and individually. The amount of time spent lecturing and working on problems will depend on how the class best learns the assigned material.

Content Depth: In the confined space of a single semester, there are inherent tradeoffs of breadth and depth in both the course and specific subtopics. I try to classify these tradeoffs into two standards, mastery and exposure.

- *Exposure* covers most everything in any given chapter. Meaning I will ask homework questions on it where you can use your book, and we may spend minimal amounts of time on it in class. This is so you can see many different topics and methods. If you ever have questions on these topics, please do not hesitate to ask. We may, due to time constraints, have to move the conversation to office hours, but please ask.

- *Mastery* covers techniques I want you to be able to do in depth, in many different formats. These are the topics covered more thoroughly on exams and quizzes. I have identified many of the learning objectives in the chapters associated with this material.

While I will ask some questions about the exposure material on exams– it will be fairly high level – and less prevalent compared to mastery material. Questions on mastery material will be more in depth and will include detailed problems.

Values: The following is a list of values that I suggest in and out of the classroom. These are meant as guidelines, not as an exhaustive list of suggested behavior:

- *Academic Honesty* – One definition of cheating includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. I absolutely will not tolerate cheating. I demand myself to be as fair as possible. Part of that fairness is creating a level playing field. If somebody cheats, they gain an unfair edge relative to other students in this course, and that simply will not be tolerated. I will protect the integrity of both this class and Xavier University above anything else. Any student caught cheating will face severe consequences, which may include (but certainly not limited to) an E in the course.
- *Respect* – I will treat each student with respect, and expect all students to treat myself and their peers with respect. This is not meant to stifle disagreement. How boring would it be if everybody agreed on everything! We will promote discussion in the classroom, and alternative points of view are allowable for discussion, but keep disagreement to the issues – do not get personal.
- *Contribute* – Some courses are more suited to discussion, and others to lecture. I try to mix it up so that Acct 201 does not become a lecture only course. To this end, I need your help. I expect students to contribute their thoughts and opinions. I have learned in my academic and professional career that you actually learn more when you contribute.
- *Open Communication with me* – If my teaching style, the course material, or some other facet of the course has you feeling down, tell me. I cannot fix what I do not know is broken. While I will not take some measures (i.e. making evaluation easy), I may be able to adapt or explain something in a different way that helps you; particularly during office hours. I will do my best to be available to you outside as well as inside office hours.
- *Do the Work* – Presumably you bought the textbook for some reason other than just feeling like giving away some money (if not, see me after class). One might go so far as to say you bought it to read. So make sure your investment pays off by doing so. As for homework, it is an integral part of the course. A recipe for Acct 201 success = Reading + doing problems + coming to class prepared and contributing.

- *Attend* – Be with us in both body and mind. It is tough to pass my course when you miss classes. While attendance is not strictly part of the grading system, it tends to show up in indirect ways, such as lower exam grades.

Grading	Points	Percentage
Rhinegeist paper & tour	50	5%
Homework	200	20%
Quizzes	50	5%
Test 1	200	20%
Test 2	200	20%
Final Exam	300	30%
Total	1000	100%

A: 93% to 100%
A - : 90% to 92%
B +: 87% to 89%
B: 83% to 87%
B -: 80% to 82%
C+: 77% to 79%
C: 73% to 77%
C - : 70% to 72%
D +: 67% to 69%
D: 63% to 67%
F: Below 63%

My distribution expectations: This is a challenging class. This is my eleventh year teaching it. Based on this, I expect test scores to average in the low 70s, high 60s – across all students and all tests. However, if we make the assumption that everyone wishes to do well and completes all of the Connect assignments, Quizzes and the Rhinegeist paper (30% of the grade); then the average grade in the class will be in the upper 70s or low 80s.

However, I grade based on actual performance, not a curve. Actual results may certainly vary. Some semesters are higher and some are lower.

Connect: The graded homework for each chapter will be assigned via McGraw Hill’s website. Assignments will be posted the day the chapter starts.

All problems are due the class period following completion of the chapter. For instance, Chapter 2 is scheduled to be completed on 9/3. The homework for Chapter 2 would therefore be due on midnight of the following class day, or midnight on 9/8. This will typically give you 5 days after

completion of a chapter to finish the homework. However, sometimes it will be only 2. On these occasions it is likely that we will have spent more time on the chapter and you will therefore have had more time overall to complete the material, just slightly less after the coverage was completed.

Connect assignments can be submitted late – and you are highly encouraged to do so if you miss the due date – but the total points available will decrease by 2% daily after the due date. All homework is due for a final grade at the start of the final exam.

Homework is the best way to master the material in this class. I will work through any problems a student has with homework during office hours, or if common enough and time permitting, in class.

Assignments will be graded out of 95% of the available points; capped at 100%. This will be done to provide some forgiveness in the assignments. If there are small parts that you are having trouble with, these can still be missed and a perfect grade attained. For instance – if there are 70 points available in a given chapter and a student gets a score of 65 – this would normally be 92.85% (65/70). Under these rules this would instead be 97.74% (92.85%/95%). This adjustment to scores will be done at the end of the semester.

Finally, completion of Connect does not guarantee or even suggest an ‘A’. You have many tools at your disposal while working on homework. You do not on the evaluations. Please keep this in mind in assessing your understanding.

Interim Tests: There will be two interim examinations over the course of the semester. Any reading assignments and lectures given are fair game to be covered on an exam unless I specifically indicate that you will not be held responsible for certain material. While the exams are not cumulative, the material is related. In other words, the initial course material provides a foundation on which the remainder of the course builds on. However, if given an exam over chapters 5-8, you will not be tested over chapter 4.

Final Exam: The final is comprehensive of all material in the course. However, the two chapters not covered on prior exams will be examined to a greater extent.

Rhinegeist Tour Assignment: See detailed assignment posted on Canvas

Extra Credit: Extra Credit may be offered at times to truly expand your understanding of accounting, business or human behavior (or preferably all 3).

Disclaimer: All policies discussed herein are subject to the official University Regulations. If there is a discrepancy between any of my policies and the official Xavier University policies, then the official Xavier University policies shall reign. Also, I reserve the right to modify any part of this syllabus to your advantage during the semester after giving you adequate notice of such changes.

Disability Services: It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Relevant Degree Learning Goals

Department Level

- SLO 4 - Managerial Accounting
 - Explain and interpret how accounting information is used in decision support, planning control and performance evaluation processes.

College Level

- **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.

Tentative Schedule – 15th edition

Week	Day	Chapter
1	Tuesday, August 25, 2015	1 - intro
	Thursday, August 27, 2015	
2	Tuesday, September 01, 2015	2 -basics
	Thursday, September 03, 2015	
3	Tuesday, September 08, 2015	5- CVP
	Thursday, September 10, 2015	
4	Tuesday, September 15, 2015	3- job costing
	Thursday, September 17, 2015	
5	Tuesday, September 22, 2015	4 - process costing
	Thursday, September 24, 2015	
6	Tuesday, September 29, 2015	4-cont
	Thursday, October 01, 2015	
7	Tuesday, October 06, 2015	Test
	Thursday, October 08, 2015	fall break
8	Tuesday, October 13, 2015	7 - ABC
	Thursday, October 15, 2015	
9	Tuesday, October 20, 2015	6 - variable and abs
	Thursday, October 22, 2015	
10	Tuesday, October 27, 2015	8-budgeting
	Thursday, October 29, 2015	
11	Tuesday, November 03, 2015	9 -flex budgets
	Thursday, November 05, 2015	
12	Tuesday, November 10, 2015	10 -variances
	Thursday, November 12, 2015	
13	Tuesday, November 17, 2015	10 & 10a-cont
	Thursday, November 19, 2015	
14	Tuesday, November 24, 2015	Test
	Thursday, November 26, 2015	Thanksgiving
15	Tuesday, December 01, 2015	11-measurement
	Thursday, December 03, 2015	
16	Tuesday, December 08, 2015	12-decision making
	Thursday, December 10, 2015	
	Chapter differentiation	Test Day
	Day off class	Final Exam

Class Time	Exam Time	Exam Day
8:30 - 9:45	8:30 - 10:20	Tuesday Dec. 15
10:00 - 11:15	8:30 - 10:20	Thursday Dec. 17