ACCTG 620 Financial Measurement and Reporting
Spring 2016

CONTACT INFORMATION
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Office hours: Tuesday 1400-1530 and by appointment
Graduate Assistant: Xi Chang (xichang00@gmail.com)

COURSE OBJECTIVE AND LEARNING OUTCOME STATEMENTS
This course will help you develop an integrative framework for understanding and preparing financial reports in accordance with U.S. GAAP. You will also develop a basic understanding of the seminaries and differences between US GAAP and IFRS for the topics covered. This integrative framework will enable you to: (1) measure, classify, and report financial information for economic transactions; (2) apply professional judgment to make responsible accounting choices; and (3) analyze economic events and transactions to meet financial reporting challenges not covered in this course.

The Master of Science in Accountancy (MSA) program degree learning outcomes (DLOs) are that graduates will be able to:

- **DLO 1**: Compare, contrast, interpret, or criticize accounting and business decisions and information using professional business communication.
- **DLO 2**: Actively participate in team decision making.
- **DLO 3**: Apply ethical judgment and professional standards in analyzing situations and formulating accounting and business decisions.
- **DLO 4**: Use relevant research tools and academic/professional literature to analyze or take a position in accounting and business situations.
- **DLO 5**: Address unstructured problems in the areas of accounting information systems, financial reporting, or taxation.
- **DLO 6**: Identify and discuss the significance of diversity and cultural differences in the global business environment.

ACCTG 620 contributes to the MSA program through the following course learning outcome statements (LOS):

- **LOS 1**: Analyze accounting standards, securities regulations, and other information for business transactions. [DLO 5]
- **LOS 2**: Evaluate the significance of evidence and facts related to financial reporting decisions. [DLO 5]
- **LOS 3**: Apply professional judgment to determine the appropriate accounting measurement, recognition, and disclosure for business transactions. [DLO 3 and 5]
- **LOS 4**: Predict decisions that will be influenced by financial reporting and the consequences of these decisions on preparers and users of financial statements. [DLO 5]
- **LOS 5**: Aggregate relevant financial data and create a logical and efficient integrated spreadsheet workpapers to perform analysis and report results.
PREREQUISITES
- Classified graduate business student
- Successful completion of introductory financial accounting (e.g., BA 625/650 or equivalent)

REQUIRED MATERIALS
- Illumina, Inc. 2014 Form 10-K [file available from the company’s investor relations website]
- Financial Calculator (Recommended model: HP 12C)

COURSE STRATEGY
This course has two main strategic elements designed to achieve the student learning outcomes.
- Theory and Standards. Developing an understanding of financial accounting theory and standards is essential to all accounting practice areas. The required textbook is the market-leading book for intermediate financial accounting and provides a solid basis for the course. Class discussions refine the readings and focus on the most critical and difficult accounting issues to facilitate learning.
- Application. Being able to measure, classify, and report financial information for economic transactions in the foundation for all accounting practice areas. The problem-based learning exercises (PLEs) completed each week in this course provide opportunities to hone these skills.

LEARNING STRATEGY FOR EACH CLASS SESSION
The recommended learning strategy for each class session follows a four-step process:

1. Read the session learning objectives to get a sense of where we are heading and how you should set priorities.
2. Complete the assigned readings described in the session map, paying attention to the recommended level of intensity.
   - Master: material is extremely important so you should try to comprehend it as fully as possible before moving on to the next task.
   - Grasp: understand the computations and concepts underlying the issues.
   - Skim: see the big picture—pick up the essential vocabulary and understand the basic issues.
   - Optional: indicating that you should read this material only if you find it interesting.
3. Complete the assigned “class preparation questions” on your own, being careful not to get bogged down on any one of them. If you have time, check your solutions with friends or your group members before class. However, make sure that you spend considerable time trying the questions on your own either before or after these meetings.
4. After class, complete all the assigned questions listed in the session map before you begin preparing for the next class session. This step is critical! You want to make sure that you have completed all of the suggested problems prior to reviewing for the exams.

After class, take a few moments to gauge your progress toward the session goals. You are encouraged to seek help from a friend or visit me during my scheduled office hours if you have any questions about the course material. Meetings during my office hours will be much more productive if you come well prepared. Whenever possible, try to write out your questions and, preferably, map them into the learning outcomes for the course. Most importantly, ask questions until you understand the material.
COURSE STRUCTURE AND PEDAGOGY

Each class session we will cover various accounting topics and issues, all centered on a common theme (e.g., revenue recognition). Below is the general format and timeline for each class session:

- Overview of the topic(s) for the session (10 minutes): Introduce the topic and discuss relevant real-world business situations and current events that make understanding the topic important.
- Lecture and class discussion on the topics (75 minutes): Lecture is based on prepared lecture notes that systematically present the material. Directed class discussion is designed to enhance and synthesize the course material.
- Break (10 minutes): Reenergize for the second half of class
- In-class group work (65 minutes): Work in groups of 2-4 students to complete the Problem-based Learning Exercise (PLE) for the topic. Each student completes the PLE and these assignments are graded for accuracy.

PROFESSIONALISM AND CONDUCT

Professional conduct is built upon proper decorum and mutual respect. Such conduct includes:

- **Attending the class.** Each class benefits from the attendance and participation of all students. You are responsible for all material covered and announcements made during classes missed. Late arrivals are disruptive and show disrespect to those who are on time.
- **Minimizing disruptions.** Cell phones should be turned off during class. You should not leave and re-enter the class and avoid engaging in side conversations during class. NO eating in class.
- **Focusing on the class.** While you may take notes on laptops, do not use laptop computers or hand-held devices for other tasks while in class. Activities such as Internet surfing, updating Facebook, and answering email are very impolite and disruptive.
- **Respect.** Act respectfully toward all class participants. This means giving people time to explain their thoughts and arguments, encouraging others to participate in class, and being professional when hearing or responding to a comment you do not agree with.

ACADEMIC HONESTY

The *SDSU Standards for Student Conduct* states that unacceptable student behavior includes cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage. Unprofessional conduct adversely impacts your fellow students, the accounting faculty, the School of Accountancy, SDSU, and the accounting profession. The Lamden School vigorously enforces University policy related to academic dishonesty. Thus, any student suspected of academic dishonesty will be reported to the SDSU Center for Student Rights and Responsibilities; and if found responsible for academic dishonesty, the student will receive a grade of F in ACCTG 620.

The following examples illustrate how the *SDSU Standards for Student Conduct* applies to this course:

- **Exams are individual work only.** No collaboration of any kind is allowed.
- Collaboration is permissible and encouraged on any group assignments. However, the final write-up of PLEs or other assignments should be exclusively your own (as required). For example, after discussing a PLE with your in-class group, you should form your own opinion and submit your own analysis.
- All course materials are for your use only. It is a violation of the student conduct policy to share these materials with other class members or others outside the class, especially future ACCTG 620 students.
- If at any time you are unclear about the any aspect of your responsibilities pertaining to the student conduct policy, please contact me rather than make assumptions.
GRADING AND ASSESSMENT OF LEARNING OUTCOMES

Your grade in this class based on your performance on the items listed in the table below. Simply compute your percentage of total points at any given time and you will know your standing in the class. Keep track of your ongoing performance in this class and please come and see me if you have any questions or concerns. Standard letter grades (including pluses/minuses) will assigned at the end of the semester. I have no intention of curving grades in this course. No make-up assignments are permitted, unless you have a legitimate excuse supported by valid documentation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism and Contributions</td>
<td>25</td>
</tr>
<tr>
<td>Excel Workpaper Cases (EWCs)</td>
<td>75</td>
</tr>
<tr>
<td>Problem-based Learning Exercises (PLEs)</td>
<td>120</td>
</tr>
<tr>
<td>Exam 1</td>
<td>160</td>
</tr>
<tr>
<td>Exam 2</td>
<td>160</td>
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<tr>
<td>Exam 3</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

**Professionalism and Contributions.** Your contribution to class discussions is a valuable part of your learning experience, and the experiences of the other students in the class. Professionalism is evaluated based on the “Professionalism and Conduct” information in this syllabus. Class contribution is evaluated based on the quality of your class contributions (i.e., responses to the queries and/or the questions that you ask related to class discussions).

**Excel Workpaper Cases (EWCs).** There are three cases that address various issues related to financial reporting. These cases require the use of Excel to compile, analyze, and present financial information. Solutions to these cases will be in the form of Excel workbooks and workpaper notes.

**Problem-based Learning Exercises (PLEs).** A combination of in-class PLEs and homework are designed to help you hone your knowledge and skills as well as prepare for the exams. Each class session you will complete in groups of 2-4 students the PLE for the session topic. If you prepare for class as suggested (see the suggested learning strategy above), then you should be ready to tackle these assignments. Although you may work with others in class to complete the PLEs, each student must turn in a completed assignment. PLEs are graded for accuracy and returned the following class session.

**Exams.** All exams are given in class and are closed-note and closed-book. The exams are not explicitly cumulative, although the course material is inherently cumulative. Exams will be in the form of multiple-choice questions, short answer responses, and problem sets problems. The exams are designed to introduce you to the format, wording, and style of the professional certification exams in accounting (i.e., CPA, CMA, CFA). You will need a ParSCORE test form for each exam. See the Class Schedule for specific dates, so make sure you don’t schedule other events at these times.

**Grade Disputes:** Any grade disputes must be brought to my attention (via e-mail) within one week of the grade being posted on Blackboard. If the dispute is a clerical error, points will be summarily awarded. If the dispute is based on what you feel is unfair point deductions, I reserve the right to re-score the entire assignment (including the disputed problem).
**MEDIA AND TECHNOLOGY**

All scores and some class materials will be posted on the [Blackboard course site](#). Work for this class requires the use of word processing (e.g., MS Word), spreadsheet (e.g., MS Excel), and Internet (e.g., Firefox) software applications. **You must have your own email account and check it on a regular basis.** All communications will be sent to the email address listed in Blackboard.

Students agree that by taking this course all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**SPECIAL CIRCUMSTANCES**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact [Student Disability Services](#). To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated. In addition, please feel free to meet with me during office hours or by appointment to discuss any issues or concerns you may have regarding the class.
CLASS SCHEDULE

The Session Maps in this syllabus provide the complete set of information and requirements for each class session. Table 2 presents a summary of the course schedule and session topics listed by date:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session1</th>
<th>Chapter</th>
<th>Assignments2</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-Jan</td>
<td>Session 1 – Accounting Institution and Foundations</td>
<td>Ch. 1-2</td>
<td>Resume</td>
</tr>
<tr>
<td>2-Feb</td>
<td>Session 2 – Accounting and Reporting Process</td>
<td>Chs. 3-5</td>
<td>PLE</td>
</tr>
<tr>
<td>9-Feb</td>
<td>Session 3 – Receivables</td>
<td>Ch. 7</td>
<td>PLE, EWC 1</td>
</tr>
<tr>
<td>16-Feb</td>
<td>Session 4 – Inventories</td>
<td>Ch. 8</td>
<td>PLE</td>
</tr>
<tr>
<td>23-Feb</td>
<td>Session 5 – Current and Contingent Liabilities</td>
<td>Ch. 13</td>
<td>PLE</td>
</tr>
<tr>
<td>1-Mar</td>
<td><strong>Session 6 – EXAM 1 (Sessions 1 – 5)</strong></td>
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</tr>
<tr>
<td>8-Mar</td>
<td>Session 7 – Bonds and Long-term Liabilities</td>
<td>Ch. 14</td>
<td>PLE</td>
</tr>
<tr>
<td>15-Mar</td>
<td>Session 8 – Stockholders’ Equity</td>
<td>Ch. 15</td>
<td>PLE</td>
</tr>
<tr>
<td>22-Mar</td>
<td>Session 9 – Dilutive Securities and EPS</td>
<td>Ch. 16</td>
<td>PLE, EWC 2</td>
</tr>
<tr>
<td>29-Mar</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>5-Apr</td>
<td>Session 10 – Investments</td>
<td>Ch. 17</td>
<td>PLE</td>
</tr>
<tr>
<td>12-Apr</td>
<td><strong>Session 11 – EXAM 2 (Sessions 7 – 10)</strong></td>
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</tr>
<tr>
<td>19-Apr</td>
<td>Session 12 – Revenue Recognition (Part 1)</td>
<td>Ch. 18</td>
<td>PLE</td>
</tr>
<tr>
<td>26-Apr</td>
<td>Session 13 – Revenue Recognition (Part 2)</td>
<td>Ch. 18A</td>
<td>PLE, EWC 3</td>
</tr>
<tr>
<td>3-May</td>
<td>Session 14 – Statement of Cash Flows</td>
<td>Ch. 23</td>
<td>PLE</td>
</tr>
<tr>
<td>10-May</td>
<td><strong>Session 15 – EXAM 3 (Sessions 12– 14)</strong></td>
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</tbody>
</table>

1 See the Session Maps contained in this syllabus for details regarding the learning objectives, reading assignments, class preparation questions, and homework for each session.
2 PLE = Problem-based Learning Exercise; EWC = Excel Workpaper Case.

Changes to the course schedule or content can be made any time. If you are not in class when changes to the course or schedule are announced, you are still responsible for complying with the changes. You are expected to check your email and/or the Blackboard site for any changes.