

Course Number	MGMT 2300																										
Course Ttitle	FINANCIAL ACCTG IN DIGITALAGE																										
List of topics covered	<p>(1) Familiar with the basic concepts of financial accounting; (2) Work with accounting data in an analytically rigorous way; (3) Understand the structure and process of financial statement analysis.</p> <p>MGMT 2300 is covered in two modules. The first focuses on the basics of financial accounting (Balance Sheet, Income Statement, Statement of Cash flows). The second module focuses on financial statement analysis, emphasizing the theme that financial statements are imperative in analyzing the financial health of organizations. Its basic thrust is on different ways to analyze the balance sheet, income statement and statement of cash flow numbers that can be used for decision-making purposes.</p>																										
Textbooks (Include author name and edition)	FINANCIAL ACCOUNTING FOR MANAGERS– An interactive, user-oriented approach by David W. Young, Crimson Press Curriculum Center.																										
Grading scheme	<p>Grade will be computed as follows:</p> <table><thead><tr><th></th><th><u>Individual</u></th><th><u>Cumulative</u></th></tr></thead><tbody><tr><td>Exam # 1</td><td>20%</td><td></td></tr><tr><td>Final Exam</td><td>35%</td><td>55%</td></tr><tr><td>Written Case analysis I by your team</td><td>05%</td><td></td></tr><tr><td>Written Case analysis I by your team</td><td>05%</td><td>65%</td></tr><tr><td>Classroom contribution</td><td>15%</td><td></td></tr><tr><td>Homework</td><td>10%</td><td></td></tr><tr><td>Quizzes</td><td>10%</td><td>100%</td></tr></tbody></table>				<u>Individual</u>	<u>Cumulative</u>	Exam # 1	20%		Final Exam	35%	55%	Written Case analysis I by your team	05%		Written Case analysis I by your team	05%	65%	Classroom contribution	15%		Homework	10%		Quizzes	10%	100%
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Financial Accounting (02) Spring 2022

MGMT 2300

Credit Hours Four

Semester/Year Spring 2021

Room Location: Pitts 5114

Meeting Times: Monday/Thursday (2.30 a.m. - 3.50 p.m.)

RPILMS: <https://lms.rpi/ultra.edu/>

INSTRUCTOR

Jamshed Mistry

Tel.: (518) 276-2342

Office: Pittsburgh 2122

Email: mistry2@rpi.edu

Office Hours: Tuesday 12-2 p.m. or by appointment.

TEACHING ASSISTANT(S)

Sen Li

Office: Pittsburgh

TA(s) Email Address: lis23@rpi.edu

Office Hours: Wednesday 12-2 p.m. or by appointment.

COURSE DESCRIPTION:

MGMT 2300 is a course that provides an understanding of the concepts and tools of financial accounting. The course will focus on external users of accounting information and managerial decision-making. It has a user **and** a preparer, perspective. As a result, participants will be asked not just to *do* the accounting, but also to interpret the numbers and discuss how you would use them for taking action, as well.

REQUIRED TEXT(S):

FINANCIAL ACCOUNTING FOR MANAGERS— An interactive, user-oriented approach by David W. Young, Crimson Press Curriculum Center.

COURSE GOALS/OBJECTIVES

The objectives for the course are to make sure that (1) you are familiar with the basic concepts of financial accounting, (2) you can work with accounting data in an analytically rigorous way, and (3) you understand the structure and process of financial statement analysis.

Accounting is often called the language of business. Just as with learning a foreign language the most effective way to learn this language of business is to learn by doing, and to learn progressively. **Consequently, you will find that there are huge benefits in this course to completing suggested class problems and additional practice problems, and most importantly in completing them as we advance through the course.**

You have several avenues for practicing and reviewing problems:

1. Problems for Self-Study throughout each chapter in the textbook. It is very important that you complete these self-study problems **before** attempting the assigned problems.
2. Problems that are assigned for homework. Solutions will be posted on Blackboard.
3. Additional problems assigned in Cases both in the book and posted on Blackboard. Solutions will be posted on Blackboard, if requested.

THE LEARNING PROCESS

As you may know, accounting is not a subject that one masters by thinking deep thoughts; instead it requires actually analyzing (or attempting to analyze) problems or cases.

Consequently, the pedagogical approach for the course is a relatively interactive one. In general, you will be assigned cases or problems for each class session, which you should read and/or analyze prior to the session. You should then analyze the suggested solutions posted the following week to determine your understanding of the problems/cases and any difficulties you may have encountered in completing them.

Use of Teams

To help with the learning process, the course will use teams. There will be two team projects during the semester. In addition, I recommend that you precede each day's class session with a team meeting (if not possible due to your schedules then at least through Blackboard would help) of about one-half hour. These meetings can assist considerably in the learning process (as two heads are usually better than one).

The team meetings are not a substitute for individual case preparation; indeed, they serve this purpose badly. Rather they are designed to serve three purposes:

- To allow you to engage in some preliminary discussion of the material in the case or problems for the day, to compare the analyses with those of your colleagues, and to reach some conclusions. There is no need to reach a team consensus, but there is a need to discuss the differences among your approaches, and to understand those differences.
- To assist you to learn to work in teams. A very high proportion of your professional life will be spent working in teams. Most of you have already worked in teams in one capacity or another. Teams can be difficult at times (as can people who, after all, comprise them), but they also are a powerful way of making things happen. Look upon this as an opportunity to develop your team skills.
- To help you to get to know your colleagues better. Many of the relationships you develop, as team members will persist throughout your years at RPI, and, in some instances, throughout your careers.

COURSE STRUCTURE

A schedule for the course is contained in Exhibit 1. As it shows, MGMT 2300 is covered in two modules. The first focuses on the basics of financial accounting (Balance Sheet, Income Statement, Statement of Cash flows). The second module focuses on financial statement analysis, emphasizing the theme that financial statements are imperative in analyzing the financial health of organizations. Its basic thrust is on different ways to analyze the balance sheet, income statement and statement of cash flow numbers that can be used for decision-making purposes.

CLASS PREPARATION GUIDELINES

All modules make extensive use of problems and cases. You should prepare your problem/case analysis in advance of the on-line discussion so you can get immediate feedback on your understanding of the material. This is perhaps the most critical aspect of the learning process, since *it is extremely difficult to “catch up” in this course*.

In general, the learning process consists of developing new skills, which can only be developed by practice. Your learning will be incomplete unless you attempt to analyze the problems and cases to the best of your ability before looking at someone else's solution. Additionally, you generally will find the learning process much more enjoyable if you are involved in the class discussions, which can only happen in a productive way if you are well prepared.

Despite the importance of undertaking your analyses in advance of each session, please make only a *reasonably diligent* effort to analyze each problem/case. If for some reason you get stuck, push yourself a little bit, and then, if you are not making progress, stop. The Law of Diminishing Returns sets in fairly quickly, and there is no point in becoming overly frustrated. It is important to push yourself a little prior to stopping work, however, since, if you have done so, both your team meeting and the on-line discussion will make a great deal more sense to you.

In general, except for those classes that focus on a chapter, each session will be spent working through the assigned questions for the case. For this reason, your principal focus in preparation should be on the problems and cases. That is, reading and understanding the chapter is a means to the end of analyzing the assigned problems and cases; it is not an end in itself.

STUDENT LEARNING OUTCOMES

Students will learn the basic concepts of financial accounting which includes the commonly used financial statements. This requires students to familiarize themselves with the preparation and interpretation of the balance sheet, income statement, the statement of retained earnings and the statement of cash flows. In addition, students will be required to analyze these important financial statements through the use of ratio analysis. Finally, students will learn not just to *do* the accounting, but also to interpret the numbers and discuss how to use them for taking action, as well.

COURSE ASSESSMENT MEASURES

Exams and Quizzes

All exams will test your knowledge of the basics of financial and managerial accounting. You can prepare for the exams by fully analyzing the class materials and cases that precede it. Quizzes will be administered bi-weekly and will test your knowledge of the class materials and cases that precede each quiz. ***Quizzes will not be announced and will be pop quizzes throughout the semester. Hence, it is important for you to attend each and every class. If you miss a quiz, no make-up quiz can be administered without a note from the undergraduate office dean.***

The written case analysis

Each written case should take the form of a memorandum, and should be a team effort with no collaboration of any sort outside the team, either with students in the course or with people not in the course. The memorandum may be single spaced, but should be no more than two pages in length and should include at least one exhibit.

Homework

Homework will be collected in almost each class and will cover the cases at the end of the chapters in each book. Please refer to the course calendar to determine when homework is due and the case that is to be analyzed. A hard copy must be turned in when due to earn the full points for this assessment.

Classroom Contribution

Finally, because (1) there is a need for regular preparation, (2) the pedagogy relies on both preparation and presentation of key questions or case analyses. These contributions can come in a variety of ways: (1) a good question about the material, (2) understanding key analyses of (as opposed to restating factual points in) a case, (3) helping to move the discussion forward, or (4) making comments that bridge discussion points in a case or between two or more cases, thereby integrating the learning process and helping to make it more coherent. Please refer to the attachments to the syllabus.

In considering the classroom contribution portion of your grade in the course, please keep three very important facts in mind:

- While being present is better than being absent, being present and saying nothing does not constitute classroom contribution. As the second sentence of the second paragraph of Exhibit 3 says, “Mere physical presence is not participation.”
- A comment in the ‘A’ category does not have to be long, nor is one expected to make lots of ‘A’ comments during any given case discussion. One or two short but incisive comments during a given case discussion are perfectly adequate. Also, to earn a grade

of 'A' does not require the kind of participation described above for *every* case in the course, but I do expect *regular* participation of this sort.

- While mere physical presence is not participation, physical presence is a prerequisite for contribution. Therefore, *you should attend every class, and arrive on time.* Accordingly, the following approach will be used to assign your class contribution grade:

GRADING CRITERIA

Your grade will be computed as follows:

	<u>Individual</u>	<u>Cumulative</u>
Exam # 1	20%	
Final Exam	35%	55%
Written Case analysis I by your team	05%	
Written Case analysis I by your team	05%	65%
Classroom contribution	15%	
Homework	10%	
Quizzes	10%	100%

ATTENDANCE POLICY

*You will be allowed one absence and one late arrival **during the semester.** After that, for each evaluation period, once I have assigned a grade for your classroom contribution, I will deduct five points from that grade for every absence during the evaluation period, and three points for each late arrival.*

If, for example, for the first grading period, I assign you a grade of 90 for your classroom contribution, and you have had two absences, and one late arrival, your actual grade would be 82. If the same things happened during the second grading period, your actual grade would be 77.

If, when the second evaluation is being completed, and you have had no absences during the term, I will add five points to your grade.

In addition, as each class builds on the previous class, attendance will be taken at each class and **if you miss three classes it will be assumed that you have dropped the class.** If you were sick and asked not to attend class you will need to bring in a doctor's certificate certifying that you could not attend.

ACADEMIC INTEGRITY

Student-teacher relationships are built on trust. For example, students must trust that teachers have made appropriate decisions about the structure and content of the courses they teach, and teachers must trust that the assignments that students turn in are their own. Acts that violate this trust undermine the educational process. The Rensselaer Handbook of Student Rights and Responsibilities and the Graduate Student Supplement (For Graduate courses) define various forms of Academic Dishonesty and you should make yourself familiar with these. In this class, all assignments that are turned in for a grade must represent the student's own work. In cases where help was received, or teamwork was allowed, a notation on the assignment should indicate your collaboration. Submission of any assignment that is in violation of this policy will result in a penalty of 0 for that assignment and the offense will be reported to the Associate Dean for Academic Affairs. If there is a subsequent infraction the student will receive a grade of F for the course.

COVID-19 Syllabus Guidelines – Lally School of Management

Students taking Lally School of Management classes are required to abide by the **COVID-19 code of conduct** below. This code will apply to any class that meets fully or partially in an on-campus physical classroom for in-person instruction.

Violations: Refusal to comply with the COVID-19 code of conduct will be treated just as any classroom disruption, which will receive request for immediate compliance, failing which the student will be asked to leave the classroom. Any further noncompliance will result in the dismissal of the entire class. All Covid-19 related violations will be reported by the instructor to the Compliance Officer at Lally School, and the Dean of Students. A student found to be in violation of the code, or required repeated reminders for compliance, will be asked to participate in all classes remotely. This is to protect their health and safety as well as the health and safety of their classmates, instructor, and the university community.

Masks: All students must wear a mask in classrooms and all public places including anywhere inside Pittsburgh building. Masks will be provided to the student by the Institute.

Traffic Flow and Social Distancing: Students and faculty will respect the need for social distancing. They are required to follow the traffic flow arrows posted in all rooms and buildings, including bathrooms and common areas.

In-Class Seating: Students should sit in the appropriate designated seating in the classroom. Students are not allowed to move furniture or sit in seats not designated by the Institute.

Cleaning of Spaces: Students are encouraged to clean the surfaces of the chairs/tables/desks they occupy before they sit down and as they prepare to leave. Cleaning and sanitizing solutions will be provided in the classroom.

Students who are ill, under quarantine for COVID-19, or suspect they are ill should not come to class. All faculty will make every reasonable effort to

accommodate the student's absence and will communicate that accommodation directly to the student. Students who need to report an illness should contact the [Student Health Center](#) via [email](#) or call 518-276-6287. For student seen off campus, a student may request an excused absence via www.bit.ly/rpiabsence with an uploaded doctor's note that excuses them.

If you have any question about the information in this syllabus, please let me know as soon as possible or early in the semester.

COURSE CALENDAR

MGMT 2300 - Spring 2022

Exhibit 1

"This is a tentative schedule and subject to change depending upon the progress of the class".

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment/Materials</u>
Jan 10	Brief Introduction to course	Syllabus	Purchase book [1]. Read syllabus.
****Note: Grading of Classroom Contribution begins today****			
Jan 13	Introduction to Fin. Acct. (On-Line)	Chapter 1	Read the Chapter and complete mini-tests.
Jan 17	No classes - Martin Luther King Jr. day		
Jan 20	Online exercise Case: Bates Boatyard		Homework: Homeworks Inc.
Jan 24	The Accounting System and transaction analysis	Chapter 2	Read the Chapters and complete mini-tests.
Jan 27	In-class Exercise: Case: Narcoalarm (A)		Homework: Opera W'shop.
Jan 31	In-class Exercise: Case: Narcoalarm (B)		Team 1 Presentation
Feb 03	The Income Statement	Chapter 3	Read the Chapter and complete mini-tests .
Feb 07	In-class Exercise: Narcoalarm (C).		Team 2 presentation.
Feb 10	In-class Exercise: Management Dev. Inc.		
Feb 14	In-class exercise: Case: Sydney's Art Gallery		Team 3 presentation

Feb 17	Additional Concepts - Dep. & Retained Earnings	Chapter 4	Read the Chapter and complete mini-tests.
Feb 21	President's day - no classes		
Feb 22	In-class exercise: Jupiter Insurance		Follow Monday Schedule Homework: National Investor Corp.
Feb 24	In class exercise: Oceanside Inn		
Feb 28	Review for Mid-term		<i>Please bring your questions to class</i>
Classroom contribution self-assessment #1 is due at the end of today's class			
Mar 03	Mid-term Exam		Chapters 1-4.
Mar 04	Last day to drop class		
Mar 07-11	Spring Break		
Mar 14	Review Mid-term and Inventories & Fixed Assets	Chapter 5	Read the Chapter and Complete mini-tests.
Mar 17	In-class exercise: Case: Specter Systems		Homework: Arlington Boat Club
Mar 21	Liabilities and Shareholder's Equity	Chapter 6	Read the Chapter and complete mini-tests.
Mar 24	In-class Exercise: Case: Compact Computer Co.		Homework: Steel Wheeler & Prey Inc
Mar 28	Liabilities & Shareholder's Equity Case: Compact Computer Co.		Team Memo -1 [2]. Team 4 Presentation
Mar 31	Statement of Cash Flows Pass - no credit deadline	Chapter 7	Read the chapter and complete mini-tests.
Apr 04	In-class exercise: Narcoalarm (D)		Homework: Energy Devices

	Inc. (A).		Team 5 Presentation
Apr 07	In-class exercise: Case: Amerbran (A)		
Apr 11	In-class exercise: Case: Gourmet delights		Team 6 presentation
Apr 14	Financial Statement Analysis Part 1: Ratio Analysis	Chapter 8	Read the chapter and complete mini-tests.
Apr 18	Online exercise: Case: Amerbran (B)		Homework: Energy Devices
Apr 21	Online exercise: Case: Wang Computer Labs		Team Memo -2 [3]. Team 7 Presentation
Apr 25	Review for Final		

*****Classroom contribution self-assessment #2 is due at the end of today's class******

Apr 28 - May 01	Reading/Study Days	No classes
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May 02 - 06 Final Exams

Please do not make flight or other plans as no early final exams will be allowed.

NOTES

- Note [1] This class will be utilized to introduce the course and to get to know each other. In addition, I will review your expectations of this course and will introduce my expectations of you in the term.
- Note [2] The first team assignment is due today. Prepare a memorandum to the President that addresses the questions at the end of the case and recommends a course of action.
- Note [3] The second team assignment is due today. Prepare a memorandum to the head of the department that addresses the questions at the end of the case and recommends a course of action.

COVER SHEET

[To accompany each team memorandum]

[Each team should prepare its own cover sheet
with the names of the team members printed beneath their signatures]

[do not photocopy this cover sheet]

To: Professor Jamshed J. Mistry

From: team [insert team number here]

Subject: team Memorandum for _____ [insert name of case here]

Date: [insert date of submission here]

We, the undersigned students, analyzed the above case and prepared the attached memorandum on our own. We neither sought nor received outside assistance of any kind in analyzing the case or preparing the memorandum. Nor did we engage in discussions or exchanges of information of any kind, including electronic, with anyone either in the course or outside it, concerning the case study, our analysis of it, and our preparation of the attached memorandum.

In signing this, each of us not only is stipulating that his/her hours are accurate, but also that he/she has reviewed the hours spent by other team members, and agree that they are accurate.

This statement is signed in full recognition of the Policy on Academic Conduct of Rensselaer Polytechnic Institute, Lally School of Management .

[all team members should sign below, and each should indicate the approximate hours he/she spent on the assignment. Use as many lines as there are team members.]

[sign here]
[Print name here]

[indicate approximate hours here]
Hours I spent on this team assignment

[sign here]
[Print name here]

[indicate approximate hours here]
Hours I spent on this team assignment

****Continue with names and hours of all team members****

MEMORANDUM

TO: Students in MGMT 2300
FROM: Jamshed J. Mistry
RE: Class Contribution Self Assessment #1
DATE: _____

As the course syllabus indicates, because the case method relies on both preparation and presentation of case analyses, your course performance will be graded in part on the quality of your contributions to class discussions. This self-assessment is used because the issue of grading class contribution frequently is a topic of concern to students. The specific criteria the associated letter grades and point ranges, are as follows:

- A/A- Contributes in a significant way to classroom discussions, regularly (a) undertaking key analyses from information in the case, (b) applying chapter concepts to the case analysis, (c) moving the discussion ahead, and/or (d) making comments that bridge discussion points in the case, thereby integrating the discussion and helping to make it more coherent.
Point range = 90-100
- B+/B/B- Makes comments that point out important case facts, but that are not particularly analytical, and do not move the discussion ahead or bridge between points in the discussion.
Point range = 70-85
- C+/C/C- Makes comments that restate case facts but that are not particularly pertinent to the discussion, or that slow the class down by virtue of their peripheral or non-existent relationship to the subject under discussion. These comments also may reflect a lack of understanding of how the chapter concepts apply to the case situation.
Point range = 50-65
- D Makes comments only once or twice during the grading period.
Point range = 1-45, depending on quality of the comments.
- Failing No classroom participation.
Points = 0

Remember, a comment in the "A" category does not have to be long, nor is one expected to make lots of "A" comments. One or two short but incisive comments of this sort during a case discussion are perfectly adequate. Moreover, given the new nature of the material to you, a good question also is considered to be an "A" comment. Also, a grade of "A" does not require the kind of participation described above for *every* case in the course, but it does require fairly regular participation of this sort. It is difficult to earn such a grade unless you contribute significantly to all case discussions.

Please turn in this form on the date indicated in the syllabus. You should assess your class contribution performance for course to date or since the last self-assessment. Use the above criteria, give yourself a **numerical score**, and give me some specific examples to support your self-assessment.

Name _____ Grade _____

Please give your reasoning and some examples on the back of this page...

MEMORANDUM

TO: Students in MGMT 2300
FROM: Jamshed J. Mistry
RE: Class Contribution Self Assessment #2
DATE: _____

As the course syllabus indicates, because the case method relies on both preparation and presentation of case analyses, your course performance will be graded in part on the quality of your contributions to class discussions. This self-assessment is used because the issue of grading class contribution frequently is a topic of concern to students. The specific criteria the associated letter grades and point ranges, are as follows:

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Name _____ Grade _____

Please give your reasoning and some examples on this page.