



ACCT 002
Accounting for Entrepreneurs
Course Outline
2018/2019 Term 1

A. Instructor and Contact Information

Name	Dr. Yuanto KUSNADI
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Course Website

Course materials such as lecture notes and soft reading materials are available on e-Learn at <http://elearn.smu.edu.sg> (for all two sessions that I teach). Make sure you are familiar with e-Learn and check the course website regularly for important updates.

B. Course Prerequisites: NONE

C. Course Description

This course is designed to provide a broad base coverage of issues related to accounting, such as: basic accounting concepts & their applications to businesses, capital raising, short-term & long-term financial planning, managerial accounting principles & concepts, management planning & control, as well as taxation that **are relevant to (future) business owners and entrepreneurs**. Business owners and entrepreneurs need the general foundation to help plan and control business operations and finance as well as discussing and negotiating with other stakeholders of the business. This module is suitable for students who do not have prior knowledge in accounting and business. Therefore, this module may also act as a stimulator for students to pursue more advance courses in accounting and finance related topics available in SMU.

D. Learning Goals, Course Objectives and Skill Developments

All School of Accountancy courses are designed to meet certain learning goals and objectives. Some learning goals are addressed at course level, some at program level. This course specifically contributes to the development of the following **course level learning goals**:

LO1.1 Our students can recognize, develop, measure, record, validate and communicate financial and other related information.

LO1.2 Our students can analyze, synthesize and evaluate financial and other related information for decision making in a management context.

LO2.1 Our students understand and can apply business concepts and principles.

LO2.2 Our students can communicate effectively in a business context.

LO2.3 Our students understand the principles of leadership and team building in a business context.

LO3.2 Our students can recognize and incorporate ethical and social responsibility considerations in decision making.

Students are expected to demonstrate the following technical abilities upon completion:

- **Understand** and **able to choose** among different incorporation options available to entrepreneurs, in particular the incentives, income tax and corporate tax implications in Singapore
- **Understand** the general terms on financial statements without going through detail double entries and to **apply** them to real businesses.
- **Compute** simple ratios and **make inferences** based on reasonable examination of financial statements, which are critical for business and funding purposes
- **Understand** and **be able to manage** critical factors which include short and long-term financial-planning, pricing of products, and managerial planning and control systems for small businesses as well as new start-ups.
- **Understand** the increasing relevance of recent trends, such as: sustainability accounting; and how it affects the bottom line for entrepreneurs.
- **Appreciate** the importance of having good business ethic.

In addition, learning outcomes should be beyond just technical proficiencies. In particular, this course seeks to develop certain skills and attributes.

- **Analytical:** Analytical skills will be developed through various problem solving and case analyses. The course will provide the tools for students to use and analyse accounting data, financial reports and information to make informed decisions.
- **Communication:** Students will be required to actively participate in the class discussions and through written report and discussion of the company analysis project.
- **Team work:** Team projects, discussions and presentations will be important elements of the course. All students will be required to work in teams. They are expected to work as partners and share the work load.
- **Active learning:** Students will be expected to venture beyond prescribed readings and text. The company analysis project will allow students to take an active role in their understanding of how the end products of an accounting system serve information need of users.
- **Professional ethics:** Ethical issues are discussed and cases will be reviewed. This introductory course provides the opportunity to emphasize the needs for the highest ethical behaviour for corporate executives and corporations.

E. Learning Approach

The pedagogical approach to this course consists of three interlocking elements:

- **Instructor-facilitated Learning:** Facilitation, Clarification, Synthesis
- **Individual Learning:** Preparation, Analysis, Action
- **Collaborative Learning:** Teamwork, Discussion, Sharing

The role of the instructor is to **facilitate**, provide **clarification** of critical concepts, not to read out pages of the textbook to you. Often, it is important to be able to see the “trees from the forests” and **synthesise** on why certain things matters are just as important as how specific processes/procedures are performed.

Students are reminded that their individual contribution to learning starts before class. Students should prepare by pre-reading, analysing the materials/tasks/cases to be covered before coming to class and actively participate in class discussions. **Preparation** is the prerequisite for **analysis** which will allow you to take **action** in your individual learning.

Collaborative learning elements are developed through your contribution to your classmates learning experiences, either through **teamwork** in tackling your project or other assigned tasks, and being willing to contribute to class **discussions** and **share** your findings and work so others will benefit. Naturally, your individual preparation, analysis and action will determine how much you are able to contribute to collaborative learning.

Learning activities are planned to take into account these three elements of learning. Both the technical learning and skills objectives will be developed through **a blend of theory and practice**. Each topic starts with discussions of technical knowledge, followed by a practical session, using exercises, discussions, case analysis, and other class materials to enforce students' understanding of the topic.

- **Theories** are what you learn in the methodological, structured and systematic study of a discipline. The materials used in the class (described in part F below) will help students learn, understand and practice the important issues in accounting for entrepreneurs (which cover taxation, simple auditing and fraud prevention, financial-planning, and ratio analysis) and theories for the purpose of starting your own business.
- **Cases** are examples that we bring in to class to introduce the relevance of theories and concepts in actual accounting practices. Several cases will be discussed to help you appreciate the real-world importance of the theories and concepts you read.

I strongly encourage you to discuss with me any problems that you may have with this course as soon as they arise. Please do not allow problems to accumulate because it will be more difficult to solve them later.

F. Resources

There is no specific textbook for this introductory course. If you wish to read up, you may refer to the supplementary text below. The instructor will utilize materials from diverse sources, such as: newspaper articles, real business-cases, articles from academic journals, etc. There will also be some guest lectures to illustrate the various important concepts related to accounting that are important for entrepreneurs.

G. Lesson Plan

Class sessions are of 3-hour duration and will include a review of study materials, class discussions and other learning activities. Course materials will be published in e-learn). A detailed course work plan is available in Annex 1.

H. Assessment and Evaluation

To pass the course, a student is required to obtain a **TOTAL** mark of 50% or better. The assessment components are listed below:

1. **Class Activities (10%)**
2. **Group Presentation (10%)**
3. **Group Project (15%)**
4. **Individual Assignments (15%)**
5. **Final Exam (50%)**

Further details on the component assessment requirements can be found in Annex 2.

I. Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences. All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense. When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <http://www.smuscd.org/resources.html>.

J. Accessibility Statement

SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's disability services team if you have questions or concerns about academic provisions: included@smu.edu.sg.

Please be aware that the accessible tables in our seminar room should remain available for students who require them.

K. Emergency Preparedness for Teaching and Learning (EPTL)

As part of emergency preparedness, Instructors may conduct lessons online via the WebEx platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the WebEx platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.

Prepared by: Yuanto Kusnadi, May 25 2018

Approved by: Seow Poh Sun, June 19 2018

Annex 1: Supplementary Text & Detailed Course Work Plan

Supplementary Text - Wild, J., Kwok, W., Venkatesh, S., Shaw, K.W., Chiapetta, B. – **Fundamental Accounting Principles – Internal Financial Reporting standards (IFRS)**, Asia Global Edition 2e, McGraw-Hill, 2016.

The following schedule is tentative and subject to change depending on the pace of the class.

<i>Week</i>	<i>Topic</i>
1	Introduction to course Importance of accounting in business and ethical implications Case 1: U.d.d.e.r.s (www.udders.com.sg)
2	Basic elements of financial accounting (Part A): Simple transaction analysis to apply concepts of financial accounting into real business Case 2: Haru House (www.haru-online.com)
3	Basic elements of financial accounting (Part B): Accrual accounting and adjustments Case 3: Lunch Actually (www.lunchactually.com)
4	Raising capital: Incentives & grants mechanisms that are available for start-ups in Singapore Case 4: TeddyThotz 'n' OneKind (teddythotz.blogspot.com)
5	Analysis of financial statements & applications Case 5: Nelson CPA Ltd (www.nelsoncpa.com.hk/content/)
6	Financial planning and growth
7	Accounting information systems Case 6: Alteration Initiative (www.alteration.com.sg)
<i>Recess Week</i> No Class	
9	Managerial accounting concepts & principles Case 7: Mischmasch (www.mischmaschonline.com)
10	Application of cost-volume-profit analysis Case 8: Choo Yilin Artisan Jewellery (www.chooyilin.com)
11	Tax issues for entrepreneurs (eg: personal tax, corporate tax, GST, etc)
12	Tax issues for entrepreneurs (cont'd) <i>Group presentation</i>
13	Internal control system and cash management <i>Group presentation</i>
14	Revision Week
<u>Final Exam: 3 HRS</u> <u>Venue: TBD</u>	

Annex 2: Assessment Details

1. **Classroom Participation (10%) and Behavior:** Maintaining proper discipline and conducting yourself in a responsible manner are of utmost importance for not only this course but also for your own personal development. At the same time, students are encouraged to raise questions and to participate in the class as well as in the tutorials. A part of the course grade would be allotted to class participation/discipline.
2. **Group Presentation (10%):** Each group will be asked to present solutions to solve real-life problems faced by entrepreneurs.
3. **Group Project (15%):** Each group will be asked to submit a final written project report. The details of the project will be announced in due course and posted on eLearn. **It is important for you to participate in the group works equally.**
4. **Individual Assignment/Quizzes (15%):** Each student will be asked to attempt **at least TWO in-class quizzes** the semester. The details of the assignments will be announced in due course and posted on eLearn.
5. **Final Exam (50%)** The exam venue and further information will be announced as the term progresses. In general, the exam is **CLOSED-BOOK** (with 2 sheets of cheat-sheets allowed) and covers topics from the entire course. ***Please take note that no make-up exam will be given except for medical reasons supported by proper documentation!***