

ACC 329

Cost/Managerial Accounting and Control

Unique Number: 02390 — Classroom: UTC 4.122; TTH—12:30 to 1:45 p.m.

Instructor: Professor K. Rowland Atiase
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Office Hours: Tuesdays and Thursdays 2 – 3 pm in CBA 4M.248, and by appointment
E-Mail: ратиase@mail.utexas.edu

TA: Alison Streatly
Office Hours: Mondays and Wednesdays 11am – 11:45am in CBA 4.304A TA Space, and by appointment
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The timing and location of office hours above are tentative. Always refer to Canvas for up-to-date details.

Required Texts:

Datar, & Rajan (**DR**), Horngren's Cost Accounting: A Managerial Emphasis, 16th Edition plus NEW MyAccountingLab with Pearson eText -- Access Card Package ¹

ACC 329 Course Packet: Cost and Management Accounting Readings, Handouts (HO's), Cases and Solutions. Published by Forty Acres Press (Phone: 512-322-7009). Available for purchase beginning on TBD at the University Co-op, 2246 Guadalupe Street (Phone: 512-476-7211).

- Ajinkya, Atiase & Bamber (AAB), Issues in Accounting Education, Fall 1986, pp. 268-281. *
- The Ernst & Young Guide to Total Cost Management (E&Y Guide), Wiley & Sons, 1992, Chapters 7, 8 & 9. *

* Included in the ACC 329 Course Packet.

- 1 Individual Pearson MyAccountingLab (MAL) access is required but may be purchased separately online. You must use the 16th Edition of the DR Textbook for the written homework assignments as prior editions have different questions. Below were the buying options from the University Co-op for the Spring 2017 semester. The eText is more than sufficient.**

1. Loose Leaf with MyAccountingLab: \$183.47 (Suggested Retail Price) ISBN: 9780134642468
2. Printed Text with MyAccountingLab: \$288.53 (Suggested Retail Price) ISBN: 9780134642444
3. eText with MyAccountingLab: \$127.33 (Suggested Retail Price) ISBN: 9780134475585

Course Objectives:

This course will cover cost accumulation concepts and techniques for Product and Service Costing, Planning and Control, and Non-Routine Managerial Decisions. Modern management accountants are not only concerned with how cost data is transformed into cost accounting information but more importantly how to use cost accounting information to aid managerial goals. It is the case, however, that one cannot effectively use cost information without a good understanding of how various sets of cost accounting information are generated. Topics introduced in Introductory Managerial Accounting courses will be covered much more rigorously in this course. In addition, the course will provide students with a good exposure to topics on current and emerging concepts, practices and developments in Total Cost Management (TCM) including Activity-Based Costing (ABC), Benchmarking and Best Practices (BBP), Customer Costing (CC), Business Process Analysis (BPA), Business Process Improvement (BPI), Cost-Volume-Profit Analysis under Absorption and Direct Costing, Relevant Costing, Strategic Cost Management (SCM), and Transfer Pricing in Perfect and Imperfect Intermediate Product Markets.

The course should develop the student's understanding, skill, and analytical ability in management accounting to the level where he or she can function effectively (and efficiently) as a professional management accountant in industry, public accounting, management consulting, government, or personal business management.

Reading/Written (Home) Assignments & Outline of Class Notes:

This course, though not difficult conceptually, will undoubtedly be demanding in time and effort. Thus students may be well-advised to allocate adequate time to the study of the material. The only path to success in this course is for the student to complete (or at least attempt) the reading and written home assignments regularly and on time (i.e., before each class meeting). *Note: Basic algebraic and quantitative skills are assumed.*

Written homework (in pencil) is due at the beginning of each class session for which it is assigned. Homework need not be perfect; if a reasonable attempt is made towards solving all problems, you will receive perfect scores. Assigned problems are meant to guide class participation; time constraints will determine whether they will (all) be solved in class. Active class participation is required. Homework will be collected at random.

Students are expected to read each new chapter of the DR textbook, make their own notes, and take a New Chapter Pre-Class Quiz in preparation for class. The New Chapter Pre-Classes Quizzes will be taken using Pearson MyAccountingLab (MAL) and are **due by 12 noon** every time we start a new chapter. The New Chapter Pre-Class Quizzes will constitute 10% of the Overall Course Grade (Total Hard Points). Instructions for signing up for MyAccountingLab are on the last page of the syllabus.

The outline of class notes for each class will be posted on Canvas a few days before each class. Each student should print and bring the outline of class notes for each class. Students' own pre-class notes and class notes taken in class based on class lecture are expected to complement each other. It should be noted that class handouts/notes are for courtesy only -- it is not the Professor's responsibility to provide students with notes.

Group Case Write-up and Presentation:

You and your group will be responsible for a detailed analysis of a primary case. You should plan to submit three copies of a maximum of a five-page, double-spaced typed solution, along with any exhibits and presentation slides you deem appropriate. Your solution to the case must explain what you believe the company's problems and challenges are, and then explain how your suggested course of action addresses those problems. Your target audience is fellow managers who are familiar with basic business concepts, but not with the details of a particular problem or solution techniques. Obviously, a set of computations or schedules would not by themselves be sufficient to define the problem and explain a solution.

Secondary Case Write-ups:

You and your group should also turn in three copies of a maximum of two-page double-spaced executive summary (along with any exhibits you deem appropriate) of the other cases on the designated dates. The executive summaries should discuss (1) the major issues, (2) your solution, (3) operational and/or strategic questions you might pose to specific managers or to the firm.

Group Review Synthesis Write-up and Presentation:

You and your group will present and submit three copies of two-page double-spaced typed review and synthesis (along with exhibits and presentation slides) of one of the major areas of cost and managerial accounting covered during the semester.

I expect each student to contribute equally to every case and synthesis write-up and presentation.

Minimum Attire for Group Presentations: Business Casual

Examinations, Group Case Write-ups and Presentations, Synthesis and Grading:

There will be two mid-term exams and a comprehensive final exam. In addition, there may be unannounced pop quizzes. A requirement of the course is that Exam I, Exam II & the Final Exam will be given in the evening. Do note the exam dates and times now and arrange to keep yourself free at those times.

Individual grades will depend on the student's performance according to the following criteria:

<u>Grading Item</u>	<u>Points</u>
Midterm Exam I (Room TBD, 5:00–7:00 pm)	125
Midterm Exam II (Room TBD, 5:00–7:00 pm)	125
Final Exam (TBD)	150
Primary Case	50
Secondary Case	25
Review and Synthesis	25
New Chapter Pre-Class Quizzes	<u>26</u>
TOTAL POINTS	<u>526</u>
Quizzes, Homework & Class Participation	Soft Points*

*Soft points are typically used to upgrade students whose overall performance on hard points (examinations, etc.) falls on a borderline (e.g., A/A-/B+/B). The definition of “borderline” is determined differently each semester based on class performance. However, each student must earn at least 70 percent of the points assigned to homework collected or risk an automatic reduction of his or her final course grade by half a letter grade!

In accordance with the Accounting Department Grade Policy/Guideline for Upper-Division BBA Accounting Core courses and MPA Core courses, Final Course Grades (A, A-, B+, B, B-, C+, C, etc.) will be assigned to achieve a final class average GPA between 3.2 and 3.4, inclusive.

Privacy in Canvas:

Information in Canvas is protected by your UTEID login. Please be aware that I will use a merged Canvas site for all sections of the course that I am teaching this semester. This will allow students in other sections to see that you are enrolled in the course and send you email from within Canvas. However, they will not actually learn your email address and no other personal data will be revealed through Canvas. If you have any concerns, please contact the ITS Help Desk at 512-475-9400 for help removing your name from view of other students.

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

To further enhance diversity in class activities, for group projects, each group is required to include at least one female and/or at least one male group member.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty

are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety

Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050 or on-line
- In case of emergency, further information will be available at: <http://www.utexas.edu/emergency>.

Month	Date	Day	Reading Assignment	Written Assignment (Due at the beginning of class)	MyAccountingLab Pre-Class Quiz (Due by 12 Noon)
Jan.	22	Tu	Introduction, Course Policies; Ch. 1 – <i>Objectives of Cost & Management Accounting</i>	1-1, 2, 3, 12, 13	
	24	Th	Ch. 2 – <i>Cost Terms & Purposes, Actual Costing</i>	2-1, 2, 7, 8, 9, 10, 11, 12, 14, 37, 38, 39, 40	Chapter 2 Quiz
	29	Tu	Ch. 4 – <i>Normal Costing</i>	4-1, 2, 9, 12, 13, 23, 25, 31, 37	Chapter 4 Quiz
	31	Th	Ch. 4 – <i>Normal Costing, cont'd</i>	4-24; Handout (HO) #1 & HO #2	
Feb.	5	Tu	Ch. 3 – <i>Cost Volume Profit (CVP) Analysis</i>		Chapter 3 Quiz
	6	W	<i>Twelfth Class Day (last day to drop a class for a possible refund)</i>		
	7	Th	Ch. 3 – <i>Profit Volume (PV) Line</i>	3-40, 43, 49, 52; HO #3	
	12	Tu	Ch. 9; HOs Appendix 1, Appendix 2, Appendix 3; AAB paper -- <i>Absorption versus Direct Costing</i>	Variations to HO #3 (details TBA) 9-1, 4; HO #4	Chapter 9 Quiz
	14	Th	Ch. 9; AAB paper – <i>Difference in Net Income AC vs. DC; Cost Volume Profit Analysis under Absorption Costing</i>	HO #5 & HO #6	
	19	Tu	Ch. 11 – <i>Relevant Costing</i>	11-1, 2, 3, 4, 8, 26, 28, 34; HO #7	Chapter 11 Quiz
	21	Th	Ch. 11 – <i>Non-Routine Decisions</i>	HO #8, HO #9, HO #10;	
	26	Tu	Chs. 6 & 7 – <i>Static & Flexible Budgets I – Responsibility Accounting, Direct Materials & Direct Labor Standard Costs & Variances</i>	6-2, 7, 8, 11; HO #11;	
	28	Th	<i>Sample Problems I & Solutions to Sample Problems I , No Class</i>		
Mar.	3	Su	<i>Optional Review Session, in GSB 2.126, please complete Sample Problems I</i>		
	5	Tu	Catch-up & Review; Ch. 11 In-Class Quiz		
	6	W	<i>Extended Office Hours --TBA</i>		
	6	W	Exam I, 5-7 pm		
	7	Th	No Class		
	12	Tu	<i>Total Strategic Cost Management</i>	7-1, 3, 4; Start working on Take Home Quiz for Ch 6 & 7	
	14	Th	Chs. 7 & 10— <i>Flexible Budgets & Cost Behavior</i>	7-1, 3, 4	
			Spring Break!		
	26	Tu	Chs. 7 & 10 – <i>Flexible Budgets & Cost Behavior, cont'd / Berkshire Threaded Fasteners Case (do not start working on this case until specifically instructed to do so)</i>	7-30, 31, HO #12; 7-41; Take Home Quiz is due 10-29 (req. 1 only)	

Month	Date	Day	Reading Assignment	Written Assignment (Due at the beginning of class)	MyAccountingLab Pre-Class Quiz (Due by 12 Noon)
	28	Th	Ch. 8 – <i>Flexible Budgets II –Variable & Fixed Overhead Budgets & Variances</i>	8-29	Chapter 8 Quiz
Apr.	2	Tu	Bridgeton Industries Case	Submit via Canvas	
	4	Th	Ch. 8; Ch. 5 and E&Y Guide-Chs. 7 & 8; - <i>Business Process Analysis, Business Profit Improvement, Activity Based Costing, & Customer Costing</i>	HO #13 & HO #14; 5-29; E&Y Guide Ch. 9; HO #15 & HO #16	Chapter 5 Quiz
	8	M	<i>Last day for an academic Q-drop</i>		
	9	Tu	Ch. 14 – <i>Sale and Production Variances</i>	Study HO #17 & #18 but do not solve them before class	Chapter 14 Quiz
	11	Th	Destin Brass Case Prep Day, No class		
	16	Tu	Ch. 22 – <i>Transfer Pricing: General Rule for Optimal Transfer Price</i>	HO #17 & #18; 22-2, 4, 6, 11, 24, 25	Chapter 22 Quiz
	18	Th	Ch. 22 – <i>Transfer Pricing: Imperfectly Competitive Intermediate Product Markets</i>	HO #19 & HO #20	
	21	Su	<i>Optional Review Session, in GSB , please complete Sample Problems II</i>		
	23	Tu	Catch-up and Review; Ch. 8 In-Class Quiz		
	24	W	<i>Extended Office Hours --TBA</i>		
	24	W	Exam II, 5-7 pm		
	25	Th	No Class		
	30	Tu	Total Strategic Cost Management		
May	2	Th	Destin Brass Case	Submit via Canvas	
	6	M	Last day to request the Makeup Final or to cancel your request (via special form on Canvas)		
	7	Tu	Review & Synthesis Presentations	Submit via Canvas	
	9	Th	Catch-up and Review		

- There is no reading preparation for the class days that are marked “Total Strategic Cost Management”
- Written assignments sometimes may not be collected on the day they are due. Please have all yet-to-be-collected homework ready at the next class session.
- You can also expect to be asked to re-do certain HO's and turn them in the following class. Whenever there are changes in reading and written assignments, there will be announcements in class and/or via Canvas.

Final Exam (to be confirmed) – Wednesday, May 15, 2018, 7:00 to 10:00 p.m.

Makeup Final Exam (to be confirmed) –Thursday, May 16, 2018, 7:00 to 10:00 p.m.

****Do not schedule travel in the finals period until exam times are confirmed in April 2019****

Cost/Managerial Accounting and Control: Case Preparation Master Checklist

In the real world, accounting professionals are expected to set the standard for attention to detail. Our cases are not only academically meaningful but will act as a practice run with the highest level of professionalism. There are high expectations for standardization of logistics and formatting.

<i>Where?</i>	<i>What?</i>	<i>Checked?</i>
Class	(TBA) In one of the classes early on in the course, your group leader will draw a group number. Groups 1-4 have Bridgeton Industries as Primary Case and Groups 5-8 have Destin Brass as Primary Case. The other becomes the Secondary Case. These two cases are to be solved completely outside of class and there will be no prior discussion to help you get started. * <i>Exception: Wait for further instruction before starting the Berkshire case. You can actually start preparing the Bridgeton case before the Berkshire.</i>	
Canvas	(TBA) There will be a mechanism for you to indicate which group you belong to. In the past, we have used a Google Spreadsheet linked to Canvas.	
Cover Page	Case name; course name and semester; group member names	
Cover Page	Indicate your class/section, e.g. "11:00 Section"	
Cover Page	Group number: group nickname, e.g. "Group 3: Accountaholics"	
Cover Page	Page numbering should not start on the cover page	
Paper	Times New Roman font, size 11 or 12; 1-inch margins	
Paper	Double-spaced (1.5 spacing does not constitute double-spacing)	
Paper	The first paragraph should include a brief overview of the case facts as well as introduction to the issues you are to address, i.e. the questions that you intend to answer throughout the case. This is to provide a nice transition to the body of your paper and not to be a long-winded summary.	
Paper	For each body paragraph, include a concise topic sentence that answers the question. Support in the form of analysis and explanations should follow your topic sentence.	
Paper	If your group chooses to really drill down into a specific topic or branch off to other topics, you must still prioritize having adequate coverage of every one of the suggested questions and issues if you want to score high marks.	
Paper	Sub-headings are acceptable, but you should still have transitions between paragraphs and between subsections of your paper.	
Paper	Do not enumerate or bullet-point your answers, but instead include answers in a coherent sequence of paragraphs.	
Paper	Provide adequate support for conclusions—do not simply conclude something without supporting it somehow (this applies even to the Secondary Case although there is less breadth expected in the explanations). Ask yourself: if you were the CEO of this firm would this conclusion make sense to you?	
Paper	For the hard copies you need to submit in class, please print single-sided.	

Paper	Max 5 pages for Primary Case, and max 2 pages for all other group assignments, so get to the point and do not repeat yourself unnecessarily.	
Paper and Appendices	All pages after the cover page should be numbered in the lower-right hand corner, beginning with page number 1 on the page following the cover page.	
Paper and Appendices	Any numbers that you come up with must be backed up by tables and exhibits in the appendices (not restricted by page count) and should be noted upon first reference in the body of the paper, e.g. "... (see Exhibit 1)."	
Presentation	All text and numbers must be readable from the very back of the room.	
Canvas	Submit the paper with cover page and appendices in one file (preferably pdf) and the presentation (preferably pptx) in another file. In addition, you can submit your Excel workbook (optional). Deadline is 15 minutes before your class start time. Bring your presentation to class on a USB drive as backup.	
Rehearsal	You will use the Professor's laptop to present so please make sure that your presentation is compatible with the McCombs Common Operating Environment (COE). If you must use your own device, please practice with the media console in the classroom well ahead of Presentation Day.	
Primary Case and Synthesis	Your Primary Case presentation cannot go over 15 minutes, including setup. Your Review & Synthesis presentation cannot go over 5 minutes, including setup. All group members must partake in presenting.	
Presentation Day	Groups will present in order (by group number) and the minimum attire is Business Casual. At least one group member should arrive early to turn in the printed copies and (if applicable) check that your PowerPoint has been loaded correctly. For your Secondary Case, three copies of your paper (with cover page and appendices) should each be stapled or bound and turned in to folders in the front of the classroom which will be marked Copy #1, Copy #2 and Copy #3. For your Primary Case and the Synthesis Project: <ul style="list-style-type: none"> • Copy #1 should have your paper (stapled or bound) separate from your printed slides (stapled or bound). Turn in the paper at the beginning of class into the folder marked Copy #1 and keep the printed slides to give to Prof. Atiase right before you present. • Copy #2 should have your paper and slides stapled or bound altogether, and turned into the folder marked Copy #2. • Copy #3 should be prepared like Copy #2 and turned into folder #3. Printed slides can be full-page or handout (any layout), but must be readable	

- Questions about case formatting? Please seek clarification from your TA's or Prof. Atiase.
- TA's are not allowed to help groups with any substantive (non-logistical) questions.
- Please note that for Secondary Cases, it requires the same amount of effort to arrive at the correct answer as for a Primary Case. The only difference is that the Secondary write-up is more concise and there is no presentation requirement.
- Standardized logistics should not come at the cost of creativity and nuanced responses in the paper and during the presentation. Ingenuity, personality, and originality are expected.

Suggested Questions and Issues on the Berkshire Threaded Fasteners Co. Case

1. How do the individual product line and total company's Direct Costing Income Statements and Incomes compare with the Absorption Costing Income Statements and Incomes for the year ended December 31, 1973 and the six months ended June 30, 1974?
2. If the company had dropped the 300 series as of January 1, 1974, what effect would that action have had on the profit for the first six months of 1974?
3. In July 1974, should the company have reduced the price of the 100 series from \$2.45 to \$2.25?
4. Which is Berkshire's most profitable product line?
5. What strategic suggestions do you have for Mr. Magers and Berkshire as a result of your overall analysis?

These questions and issues are things you may wish to consider. You may emphasize other issues you think are important or adopt a different perspective that you think may be appropriate to the case.

Group write-ups for primary and secondary cases are described in the course outline. Each primary (secondary) case group should plan to submit three copies of a maximum of five(two)-page double-spaced typed solution, along with any exhibits and presentation slides that they deem appropriate. Each primary case group should also plan on a maximum 15 minute overall presentation (including set-up time).

Suggested Questions and Issues on the Bridgeton Industries Case

1. Explain the trend in the overhead allocation rates over the 1987 to 1990 period.
2. Are the product costs reported by the cost system appropriate for strategic non-routine decision making?
3. Assuming 1991 prices, sales volumes and materials costs are unchanged from 1990, what is the likely 1991 budget (Hint: Use Direct costing)
 - (a) with no changes in the product line?
 - (b) if the manifold product line is dropped?

How does the overhead allocation rate differ under the two alternatives?

4. Would you outsource manifolds in 1991?
5. What other strategic suggestions do you have for Bridgeton Industries?

These questions and issues are things you may wish to consider. You may emphasize other issues you think are important or adopt a different perspective that you think may be more appropriate to the case.

Group write-ups for primary and secondary cases are described in the course outline. Each primary (secondary) case group should plan to submit three copies of a maximum of five(two)-page double-spaced typed solution, along with any exhibits and presentation slides that they deem appropriate. Each primary case group should also plan on a maximum 15 minute overall presentation (including set-up time).

Suggested Questions and Issues on the Destin Brass Product Co. Case

1. What are the problems/issues facing Destin Brass?
2. How might the standard cost estimates being used be improved upon using activity based costing?
3. What are the implications of the differences between your improved cost estimate and the company's standard cost?
4. Suppose that production and sales levels as well as other activities and costs are at the current standard level. How would net income differ under currently used standard costing system and the activity based costing system?
5. What strategic suggestions would you make to Destin Brass Co. as a result of your overall analysis?

These questions and issues are things you may wish to consider. You may emphasize other issues you think are important or adopt a different perspective that you think may be more appropriate to the case.

Group write-ups for primary and secondary cases are described in the course outline. Each primary (secondary) case group should plan to submit three copies of a maximum of five(two)-page double-spaced typed solution, along with any exhibits and presentation slides that they deem appropriate. Each primary case group should also plan on a maximum 15 minute overall presentation (including set-up time).

Group Review and Synthesis Presentation & Write-up Grading Guidelines

Your group synthesis topic is one of the following three major objectives of Managerial/Cost Accounting –namely:

1. Product (Service) Costing
2. Planning and Control, and
3. Non-Routine Managerial Decisions

Virtually all topics covered in this course fall under at least one of these three major areas. Each group is responsible for the review and synthesis of one of the above major areas of managerial accounting (i.e., your Primary Synthesis Topic) covered during the semester. The review and synthesis may address the following suggested questions and issues:

1. What are the learning objectives of your synthesis topic? Define your synthesis topic and discuss the learning objectives of the synthesis topic.
2. How have we achieved them? Describe in some detail.
Issues 1 & 2 are worth approximately 55-60% of the grade.
3. What knowledge have we gained in this course beyond ALL previous courses taken (Value Added)?
Issue 3 is worth 15-20%
4. How do you expect the knowledge you gained in this course on your primary synthesis topic to help you in your potential future careers?
Issue 4 is worth approximately 15-20% of the grade.
5. Any other comments they want to share.
Issue 5 is worth approximately 5% of the grade.

These questions and issues are things you may wish to consider. You may emphasize other issues you think are important or adopt a different perspective that you think may be more appropriate for your review and synthesis. Each group should plan to submit three copies of two-page, double-spaced typed review and synthesis (along with any exhibits and presentation slides that they deem appropriate) and also plan on a 5 minute overall presentation.

Minimum Attire: Business Casual

Get Started

With Pearson's **MyLab & Mastering and Canvas**



Enter Your Canvas Course

- 1 Sign in to Canvas and enter your Canvas course.
- 2 Do one of the following:
 - Select **MyLab & Mastering** in Course Navigation, and then select any course link on the Pearson page.
 - Select any Pearson link from any module.
- 3 Go to *Get Access to Your Pearson Course Content*.



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- 1 **Accept** the End-User License Agreement and Privacy Policy.

If you previously linked your Canvas and Pearson accounts, you go directly to the Pearson payment page. Skip to step 3.
- 2 To link your Canvas and Pearson accounts, do one of the following:
 - If you already have a Pearson account, enter your username and password.
Tip: To look up your Pearson account, select **Forgot your username or password?**
 - If you do not have a Pearson account, select **Create** and follow the prompts to create a new account.
- 3 To get access to your Pearson course, do one of the following:
 - Select **Access Code**, enter your access code, and select **Finish**.
 - Under Use a Credit Card or PayPal, select the button with the applicable price and enter your payment information.
 - Get temporary access without payment for 14 days. (You can [pay for full access](#) when temporary access expires or when you're ready.)
- 4 When the registration is complete, the You're Done page appears and you get a confirmation email. You can close the You're Done page and return to your Canvas course. From now on, when you select any of the MyLab & Mastering links in your Canvas course, your MyLab & Mastering course immediately opens in a new tab.

Note: In the future, it is recommended you enter your MyLab & Mastering course through Canvas.

Need Help?

See [Help](#) for MyLab & Mastering with Canvas.

Go to our [YouTube channel](#) where students and instructors can find getting started videos.

Contact Pearson [24/7 Technical Support](#). To provide them with your details in an export file, enter your Canvas course and go to **MyLab & Mastering>Diagnostics**. (If you don't have access to the Diagnostics page, please contact your instructor for this information.)