ACCT 401: Financial Accounting I (4 credits)
University of South Carolina
Moore School of Business-School of Accounting
Fall 2013

Section 1 (86272): Tues/Thurs 8:30 - 9:45am, BA #337
Section 2 (86288): Tues/Thurs 10:05 - 11:20am, BA #337
Section 6 (93570): Tues/Thurs 2:50 - 4:05pm, BA #535
Lab (401L), All Sections: Friday 8:30 - 9:20am, Gambrell #152 (Instructor: Carolyn Westfall.)

Instructor Information:

Name: Bryan Stikeleather, PhD
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Office/Phone: BA 322 / (803) 777-6034
Office Hours: T/Th 11:30am-12:00pm & 4:15pm–5:15pm, and by appointment.

Prerequisites: ACCT 225 & 226 (Introduction to Financial/Managerial Accounting). We move fast in this course. If you earned less than a B in Intro to Financial Accounting (225), then you may have serious trouble passing this course.

Accounting Lab (401L) is a concurrent requirement for this course and worth 10% of your grade. The lab assignments complement the material we cover in class. Lab is when you will do things we don’t have time to do in class. I know it’s scheduled early on Friday morning—trust me, I know—but you need to go.

Course Description:

Official Bulletin Description: Accounting theory and practice as it relates to the preparation of financial statements

Unofficial Description: Acct 401 is a 400-level course designed primarily for accounting majors who want to pursue a career in accounting and/or finance. The introductory accounting course (Acct 225) is a core course for all business majors and is taught at the 200-level. Its basic function was to provide you with a survey of financial accounting and teach you some fundamental accounting skills. In addition to new topics, we will cover many of the same topics you covered in 225 but will do so in greater depth and will demand a higher level of mastery.

My goal is to help you obtain the professional and technical skills you need in order to have a successful accounting and business career. To that end, I encourage you to wear business casual attire to class.
Learning Outcomes

Upon successful completion of this course, you should be able to:

(1) Prepare and analyze general purpose financial statements using current U.S. financial reporting standards. In addition, you will be able to identify key differences between U.S. standards and international financial reporting standards (IFRS).

(2) Consider the underlying economics of transactions and events, and understand whether and how financial reporting under U.S. GAAP adequately captures those economics.

(3) Reason about financial reporting problems in a forward direction, similar to what preparers normally do (i.e., work from data to journal entry to financial statement) and reason about financial reporting problems in a backward direction, similar to what financial report users do (i.e., work from financial statements and footnotes back to journal entries/underlying data).

(4) Display command of the learning objectives listed in the textbook.

Required Materials:

1. INTERMEDIATE ACCOUNTING by Spiceland, Sepe, and Nelson (7th edition).
   a. The USC bookstore has this in a hardcover format as well as loose-leaf. You can also rent an online ebook version from McGraw Hill.
   b. Please do not use any prior editions such as the 6th edition. Financial reporting standards change rapidly and you may find yourself learning obsolete standards if you use older editions.
   c. You need to lug your book to every class because we’ll be working in-class exercises using problems from the book.
   d. In this course, we cover Chapters 1-12 & 20-21. Intermediate Financial Reporting 2 will cover the rest of the book.

2. Access to Connect, an online supplement to your textbook that you will need for lab.

3. A simple four-function calculator. No other type is allowed on exams.

Expectations Regarding Your Investment of Time in this Course

-If you want to go to a Big 4 or national firm, you’ll want to do much better than a C.

-Typically, an average student seeking an average grade should expect to budget at least 2 study hours per credit hour. This is a four credit-hour course. That means to earn a C you should expect to invest at least 8 hours per week in studying in addition to class time.

-If this investment interferes too much with your work, other courses, personal commitments, and/or socializing, you may wish to postpone the course until a more convenient semester.
**Course Methods**

Generally, every class will contain a technical lecture, some illustrations of the topics covered, and some practice exercises.

You should expect me to ask you questions during class and you should be prepared to give reasoned (though not necessarily correct) answers.

You may also be asked/conscripted to solve a randomly selected problem in front of the class, including being “called to the board” (so dress accordingly). This provides you with several benefits: (i) it varies who’s talking; (ii) it offers you the chance to hone your extemporaneous speaking; and (iii) it provides you the opportunity to practice performing under a little uncertainty and pressure, which is a good skill to have in life.

**Blackboard and E-mail:**

This course will use Blackboard extensively for communication purposes. I will post announcements and make course materials available to you through Blackboard. *Please make sure you check the course page regularly and before coming to class.*

As needed, I will send an email containing announcements, upcoming events, etc. Doing so will avoid having to spend time in class on these matters. **I will use your email as listed in Blackboard, so please make sure your profile information in Blackboard is up-to-date!**

**Students with Disabilities:**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

**Course Grading Policy:**

As shown below, there will be four exams. The course weighting scheme is as follows (subject to change with advance notice):

- 401L (Lab)** – 10% of grade
- Exam I – 10% of grade
- Exam II – 22% of grade
- Exam III – 22% of grade
- Exam IV (Cumulative Final) – 36% of grade

**Carolyn Westfall is the instructor for 401L. Your grade for Lab is determined solely by her based solely on your performance in Lab.** I will take the numeric grade you receive for Lab and weight it at 10% of your course grade.
The grading scale is as follows:

- A  90% and above
- B+ 87% – 89.99%
- B  80% – 86.99%
- C+ 77% – 79.99%
- C  70% – 76.99%
- D  60% – 69.99%
- F  Below 60%

The School of Accounting does not give D+ as a grade. Any business major scoring a D or F must retake the course.

Exam I occurs very early in the course (5th meeting) in order to ensure that you have mastered the basic building blocks needed for success in the course. If you do poorly on this exam, I would encourage you to withdraw because the later material will only get harder.

Exam II occurs and is returned to you prior to the University’s course withdrawal deadline (10/11/2013). At that point, you will have earned 30% of your course grade, which should help you determine if you wish to carry on or try again later.

**Attendance Policy**

The University attendance policy states: “Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur.” There is no grade penalty for absences.

*My general policy is to allow make-up exams only for bona fide, documented emergencies.*  
*Please do not ask to make up an exam unless you have an emergency.*  
I assume that accounting is your one true love, and, therefore, you will happily decline any club or group activities that conflict with an exam.  
*If you are participating in a PwC tax competition please see me ASAP.*

**Academic Integrity:**

You are expected to achieve the highest possible standards of academic integrity in this course.  
*Any deviation from this expectation may result in a minimum academic penalty of your failing the assignment or exam, and will result in additional disciplinary measures including referring you to the Office of Academic Integrity.*

*We will follow the policies of the USC honor code in this course.*  
Violations of the University’s Honor Code include, but are not limited to improper citation of sources, using a current or former student’s work, unauthorized use of materials (including solution manuals) in the preparation of academic work, and/or any other form of academic misrepresentation.  
*I also consider it a violation of academic integrity to share exam content with other students (see #1 in the code below), including discussing exam questions and content with students in...*
other sections that have yet to take an exam. The USC Honor Code is recited below for your reference.

**USC HONOR CODE:**

It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline.

This Honor Code is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Honor Code, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Honor Code:

1. Giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
2. Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
3. Access to the contents of any test or examination or the purchase, sale, or theft of any test or examination prior to its administration.
4. Use of another person’s work or ideas without proper acknowledgment of source.
5. Intentional misrepresentation by word or action of any situation of fact, or intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
6. Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
7. Conduct intended to interfere with an instructor’s ability to evaluate accurately a student’s competency or performance in an academic program.

Whenever a student is uncertain as to whether conduct would violate this Honor Code, it is the responsibility of the student to seek clarification from the appropriate faculty member or instructor of record prior to engaging in such conduct.

**Suspected violations of the honor code will be reported to the Office of Academic Integrity. Violations of the honor code will result in disciplinary measures.**
**PROFESSIONAL CONDUCT:**

I intend to promote and protect the value of an accounting degree from the University of South Carolina, and you should have a similar intention. It is your responsibility to exhibit professional behavior so that employers will want to hire you when they meet you and will be glad they hired you AFTER you begin work (internship or full-time). This behavior, of course, will also ensure that your degree reflects well on you and your fellow graduates throughout your careers.

What does it mean to be professional? *Behaving with the highest level of integrity, respect for others, and ethics.* Stand by your word, make good decisions and take responsibility for your actions. Respect the views of others. This does not mean that you always have to agree with your colleagues or your professors, but you must show respect for your fellow students and to faculty, teaching assistants, program directors, and staff. In turn, we will show you the same.

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For this class – Professional behavior is not only expected when interacting with someone outside the University, but also is expected in your classes. Therefore:

1. **I expect students to arrive to class on time and stay for the full class period.** It is very disruptive to me and other students when you enter the classroom after class has begun. It is also very distracting when you pack up and exit the room early. Both of these activities interrupt the flow of discussion. I do not expect you to waste the time of other students or me in this fashion.

2. **I expect that all electronic devices will be turned off once class begins, and all extraneous reading materials be put away.** Laptops, cell phones, and other communication devices are to be turned off during class time. Getting up in the middle of class to “take a call” outside is unnecessary, absent truly extraordinary circumstances. I also expect that reading of non-class materials (including the Wall Street Journal or other business publications) will stop once class starts.

3. **I expect that you will not have conversations or write notes back and forth** with other students during class. If you have a question, I am the best person to ask and I would be delighted to answer your question. It is likely that at least one other person in the room also has the same question. Thus, when you ask *me* the question (rather than your neighbor) the entire classroom benefits from the discussion. *Come to class to learn accounting, not to socialize.*

4. **I expect that you will be respectful of me, your lab instructor, any graduate assistants that help me during the semester, and the other students in the class.** Practicing professionalism in the classroom environment will serve you well in the future.
In return, you can expect me, your lab instructors, and any graduate assistants to:

1. **Be in class and office hours on time.** If I cannot be in office hours (something that occurs infrequently), then I will reschedule those hours and increase them to compensate for your inconvenience.

2. **Be respectful of your need to learn the material in this class.** I will provide timely responses to questions made in person or over email. I will also keep you updated to changes made to the syllabus or to homework solutions on a timely basis. You can expect us (me and the lab instructor) to return homework, cases, and exams in a timely fashion to enhance your learning experience.

3. **Provide you with an education** that will prepare you well for the long-term. The goals of this course are to ensure that you are well-equipped to complete the accounting sequence at the Moore School of Business and to prepare you for a successful career in accounting. In a few years, I hope that you will look back and realize how well-trained you are as compared to your non-Moore School peers, and how much this course prepared you for an accounting career in the real-world.

**Getting off to a Solid Start:**

I highly recommend that those of you who feel at all nervous about your skills at making journal entries or working with a trial balance to read through Chapter 2 of the textbook and work some problems. Work through as many as you need to feel comfortable with making journal entries and preparing financial statements from a trial balance. *It is your responsibility to ensure that you can confidently make journal entries and prepare basic financial statements!*

Suggested practice problems: E2-1, E2-9, P2-3, P2-4, P2-5, P2-6, P2-7, P2-8, and P2-10

**Course Schedule**

The course schedule is available as a separate file in Blackboard, as is the schedule and syllabus for 401L.

I reserve the right to adjust the course schedule at any time. If you miss a class on a day that a change is made, it is YOUR responsibility to find out the changes from a classmate or myself.

**Emergency Preparedness and Contingency Planning:**

The Moore School’s Emergency Preparedness and Contingency Planning document is included below.
EMERGENCY PREPAREDNESS AND CONTINGENCY PLANNING

In the event of a shooter on campus, I will lock the doors and no one will enter or leave until we get the all clear. We will not evacuate the building until cleared to do so.

The goals of emergency preparedness and contingency planning are three-fold:

1. To minimize injury and death;
2. To deliver aid to those in need as quickly as possible;
3. To minimize the time necessary to resume functionality.

In the event of a drill or an emergency, campus alarms – internal and/or external will sound!

In the event of a fire, bomb, or other building catastrophe:

1. Leave the building!
   - Use the stairs. The quickest method for exiting via the stairs is to stay on a straight path until you meet a wall before turning. Do not turn on the landing in the middle of the stairs. This causes a bottleneck as people attempt to merge. Women in heels should remove their shoes before taking the stairs.
   - Staff and faculty are responsible for students in their offices, common areas and classrooms during an emergency or drill.
     - Students in faculty offices or departmental common areas should exit the building with that department and report to that department’s assembly site. Be sure to give your name to the Safety Warden at the assembly site.
     - If you are in class, you will exit the building with your instructor and follow him/her to the proper assembly site. Once your class is at the assembly site, your instructor will take roll. Any “missing” students will be reported to the Health & Safety warden immediately.
   - Disabled individuals (whether faculty, staff or student) should be taken to the nearest stairwell entrance and left by said entrance. Their name and location should be reported to the Health & Safety warden immediately upon reaching the assembly site. Firemen and emergency crew will be responsible for removing them from the building.

2. Cross the street!
   - Do not stop on the building side of the street. A fire or bomb can and will turn glass, metal framing and other building materials into deadly projectiles. You are not safe on the building side of the street. If you are in a faculty office, a department or class room, report to the assembly site instructed by your professor or department faculty or staff.
   - Students who stop at doorways, benches, tables or are standing on the building side of the street will be asked to move across the street. Any student(s) who will not comply will be reported to the nearest Health & Safety warden immediately.

3. Meet and stay at the assembly site!
   - Once you have reported to an assembly site it is very important that you stay at assembly site until released by the Health & Safety warden.
Moore School of Business
Evacuation Assembly Areas

1- Accounting
2- Marketing
3- Economics
4- Finance
5- Graduate Division
6- International Business
7- Career Center
8- Div. of Research & SBDC
9- Management Science
10- Management
11- Exec. Ed. & DMC
12- Belk, Cafe & LL classrooms
13- Suites 101 & 102