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ACTG 307.01: Corporate Reporting III

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Accounting 307
Corporate Reporting III (2 credits)
Syllabus – Spring 2017

PROFESSOR: Lisa A. Eiler, Ph.D., CPA
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Telephone: 406.243.4968

CLASS MEETING TIMES & LOCATIONS:

Section: 35099 - ACTG 307 - 01

Mondays & Wednesdays
9:30AM - 10:50AM
GBB 226

Section: 35098 - ACTG 307 - 02

Mondays & Wednesdays
11:00AM - 12:20PM
GBB 226

OFFICE HOURS: Mondays and Wednesdays from 8:45am-9:15am and 2:00pm-3:00pm ** And by appointment **

I recommend email above any other form of communication. I check email regularly and will try to return all emails sent during the day Monday-Friday within 24 hours. I will do my best to return your emails on the weekend. My office hours are listed above, but I can meet with you at other times during the week if you have a conflict. Please email me in advance and we can schedule a time to meet.

With that said...Welcome to Corporate Reporting III! This course will enrich your understanding of financial accounting and reporting and can help you perform your work (whatever it is), deepen your understanding of accounting disclosures so you can better manage your personal finances, and participate in our economy as an informed citizen.

COURSE OBJECTIVES AND LEARNING GOALS: After completing this course, ACTG 307 students should be able to:

- Identify situations that will create differences between accounting income and taxable income, and correctly account for those differences using (when necessary) deferred tax accounts
- Understand the current accounting treatment for pensions, as well as the controversies surrounding the accounting for defined benefit pension plans
- Differentiate the types of accounting changes, and apply the appropriate accounting treatment to each type
- Understand the process for correcting and reporting accounting errors
- Disaggregate accounting information in order to correctly report results for (a) segments of a company, and (b) interim periods of time
- Correctly account for foreign currency transactions and the translation of foreign currency statements
- Account for corporations that are having financial difficulty (including voluntary and involuntary reorganizations and liquidations)

MY OBJECTIVES:

Although this is an accounting course, in addition to preparing you for the remainder of your studies in the College of Business at the University of Montana, I hope to assist you in further developing business and leadership skills that will help you think critically and be successful in your career. To be successful in this course and in business, you will need to work hard, but I also hope that we can make learning fun and enjoyable, too.

OUR CLASSROOM:

Part of your education is intended to prepare you for a professional career in accounting. I expect that you act professionally in our classroom by being punctual, courteous, and ethical. More specifically, I expect everyone to follow the COB Code of Professional Conduct *in addition to* the UM Student Conduct Code at all times. Ignorance is not a valid excuse for violating these codes. Because entering and exiting during class is disruptive and distracting, students should arrive on time and stay for the entire class period without leaving. Additionally, laptops and other similar devices should not be used during class except as noted in the syllabus. Cell phones must be turned completely off during class.

Our classroom is a place to learn and learning involves making mistakes. The quicker you make mistakes, the quicker you can learn from them. I encourage you to actively participate in class discussions. Some students find Intermediate Accounting to be a difficult course. I highly recommend going beyond any individual assignment and practicing problems from the textbook. Sometimes it helps to see things presented slightly differently - the textbook website (see below) is an excellent resource. I also recommend that outside of class you find a couple of classmates to meet with regularly and work through practice problems. It is amazing how productive and helpful teams can be.

COURSE MATERIALS:

Required Texts: *Intermediate Accounting*. Spiceland, Sepe, Nelson, and Thomas; **8th Edition**, McGraw Hill.
Advanced Accounting. Christensen, Cotrell, and Budd; **11th Edition**, McGraw Hill.

Calculator: BA II+.

**** Important **** I advise against using any prior editions of the book since accounting standards are constantly changing.

Required Access: <http://connect.mheducation.com/class/l-eiler-317pt1spring2017>

(Free registration code): YMWH-8Q1Y-VG8J-80R3-SA8V

Additional required materials: You are responsible for printing and bringing additional materials posted to Moodle (e.g., readings, notes, & worksheets) with you to class each day. See "Preparation & Participation" below.

Recommended Materials: Numerous resources are provided with McGraw Hill Connect, in addition a study guide to accompany the intermediate accounting textbook is available for purchase (Volume II is most pertinent to our course).

Part 1 – Intermediate Accounting: http://highered.mheducation.com/sites/0078025834/student_view0/index.html

Part 2 – Advanced Accounting: http://highered.mheducation.com/sites/0078025877/student_view0/index.html

ADDITIONAL INFORMATION:

Prerequisite: Junior standing in Business and ACTG 305.

Prerequisite or Co-requisite: ACTG 306, or consent of instructor.

FASB Codification: The Accounting and Finance Department has subscribed to the FASB codification database through the American Accounting Association. Students can log into the database at <http://aaahq.org/asclLogin.cfm> using the following login information:

Username - AAA51783

Password - 4qQA8Xy

GRADING:

Reading quizzes (7 @ 1.5% each) 11%

Assignments (6 @ 1.5% each) 9%

Midterm Exams (2 @ 30% each) 60%

Case 20%

Preparation, participation, & professionalism (includes information sheet) +/0/-

Your grade for the course will be based on a total percentage using a standard scale:

A – Excellent* 90% – 100%

B – Good* 80% – 89%

C – Satisfactory* 70 – 79%

D – Poor* 60 – 69%

F – Failure* Below 60%

Lower ends of the percentages (e.g., 80%-83%) generally represent the *starting* point for minuses and upper ends of the percentages (e.g., 87%-89%) generally represent the *starting* point for plusses.

* The verbal descriptions for each letter grade are excerpts from the Grading System of the Academic Policies and Procedures in the Catalog.

READING QUIZZES:

There will be 7 reading quizzes you will need to complete on Moodle **by 9:30AM on the dates listed in the syllabus**. These quizzes are meant to get you thinking about the material. They will be posted at least one class meeting before they are due (i.e., a quiz due Monday will be posted after class on the preceding Wednesday). The quizzes cover material for the upcoming class. Generally, the reading quiz will cover material for only one chapter, but occasionally the reading quiz may cover two chapters. You may attempt each question on the quiz once. Please see the schedule below (which is also posted on Moodle).

NOTE: Late and make-up reading quizzes are not available for any reason as the reading quiz is only available to the entire class during the days preceding each class. This includes students who register late for the course.

PREPARATION, PARTICIPATION, & PROFESSIONALISM:

Please come to class each day prepared to listen, work, and participate. Have your notes, worksheets, and a *real* calculator (*not the one on your phone*), out and ready. I strongly encourage you to read the material and work through the notes before coming to class. Students who miss class tend to do very poorly on exams, so although attendance is not mandatory, I strongly encourage you to attend every class meeting (even if you are re-taking this class). If you do miss class, you are still responsible for understanding and obtaining *from a classmate* all the material that was covered during your absence. This includes solutions to in-class example problems, assignments, and cases, as those materials will not be posted on Moodle.

While I prefer students participate during class without being called upon, I reserve the right to call on you during class. Always be prepared for an additional day by bringing notes for chapter on the syllabus and the upcoming chapter.

You are preparing for a professional career. Therefore, my expectations are that you conduct yourself in a professional manner as mentioned above (*Our Classroom*) and below (*Communication*). Timely attendance, following the computer/tablet and cell phone policy, treating each other with kindness and respect, are all a part of professionalism.

Acting with integrity is an important part of professionalism both inside and outside of the classroom. Students who commit any act of academic dishonesty will receive a zero for their preparation, participation, and professionalism grade.

ASSIGNMENTS & CASES:

You are responsible for several graded assignments during the term. Assignments are due at **9:30AM on the dates listed in the syllabus. No late assignments will be accepted.** There are 6 chapter-related assignments during the term. You will complete these assignments in Connect. In addition to the assigned problems, I will recommend several additional problems in Connect for you to practice. One of the best ways to be successful in this class is by working through extra practice problems on your own. I strongly encourage you to try each problem out first before looking at the solution.

You will also be responsible for completing one case during the semester. Details about the case will be provided later in the semester.

EXAMS:

Exams are closed-note and closed-book. Please bring a BA II+ calculator for exams. All other forms of assistance or sources of information are prohibited. You will not be permitted to leave the classroom until you are done taking the exam. Please be sure to turn your cell phones *completely* off. If your cell phone goes off during an exam, your exam score will be reduced by no less than 5 points. If you check your phone during the exam, you will receive a grade of zero on the exam. Students must remove and put their watches away for the exam. There are clocks in the classroom. I will provide updates on the time remaining. I encourage you to sit where you can see a clock.

There are **NO make-up exams**. Absences that are excused by the University and extreme emergencies will be dealt with on an individual basis. Graded exams remain the property of the professor, but may be viewed at any time during office hours.

RE-GRADING POLICY:

Any re-grade requests must be made within 7 days from the date the assignment or exam in question was returned to you. All re-grade requests must be typed and in a professional memorandum format. Please note that the assignment or exam will be completely re-graded, which may result in an overall increase or decrease in total points.

COMMUNICATION:

You are responsible for the content of any e-mail, Moodle, or classroom announcements. You should verify that you have access to Moodle and that the email address on Moodle is your UM email address. It is your responsibility to ensure that your email is set up properly through Moodle so you can receive communications I send to the class.

Additionally, please be sure your emails to me are in *proper business format* including a salutation, closing, signature, correct capitalization, punctuation, and sentence structure. If your email does not meet these basic requirements, I will notify you to re-write your email, so to ensure a timely response, please be sure to write a professional email the first time. It might seem tedious, but it is good practice for your future career in business and will help you form the habit of writing professionally.

KEYS TO SUCCESS IN THIS COURSE

To be successful in this class, keep in mind the following tips:

1. **Attend Class:** Students that attend class consistently perform better in the course. With that said, learning accounting will not happen by just showing up. Listening, asking questions, and working through practice problems will improve the quality of your learning experience.
2. **Prepare for Class:** Take the reading quiz and try to understand some of the basic terminology. Work through the course notes on your own, filling in the blanks along the way. Do not procrastinate. Try to avoid thinking you can catch up, or that if you skip one chapter you will be fine. Accounting builds on concepts from each chapter and you may find yourself falling even farther behind if you try to skip one of the steps in the learning process.
3. **Debrief after Class:** Go through your notes, line by line, and make sure you understand each word on the page. If you are unclear about something, seek assistance and clarification. Be sure to review the practice problems as well. Some students end up memorizing numbers for specific practice problems, but are unable to translate a new set of circumstances. We will work on writing out the framework for solving problems in class. This framework involves words, not numbers, and is a more universal problem-solving tool.
4. **Learn the Material:** Memorization will only get you so far and will likely prove insufficient in exams in this course. Learning comes through reading, practicing problems, and it also comes through taking time to understand the answer to the question “why?” (e.g., Why is it this account and not the other? Why isn’t there a cash flow consequence? Why isn’t Net Income affected?).

How much time should you schedule outside of class for Principles of Financial Accounting?

A good rule of thumb is for each credit in a course, you should plan on a minimum of two to three hours of dedicated study time outside of class. Since this course is a 2-credit course, you should plan to spend approximately 4-6 hours per week studying for Accounting 307. I strongly recommend that you schedule your study time each week, just like you schedule other activities such as your job, attending classes, appointments, etc.

STUDENTS WITH SPECIAL NEEDS:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

ACADEMIC MISCONDUCT STATEMENT:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). All students need to be familiar with the Student Conduct Code. It is the student’s responsibility to be familiar the Student Conduct Code.

EXCERPT: COB CODE OF PROFESSIONAL CONDUCT

Professionalism Expectations – Students

A career in business is a professional career. Professionalism is not only about how you dress. It is about how you act and interact with others. When in meetings or gatherings, professionals pay attention to one another, listen, and actively engage in discussions. They work towards a goal and avoid being distracted and working off-task. Class sessions and meetings outside of class should be approached in the same way.

Students are expected to act professionally in all COB courses and in their contact with faculty members, other students and University personnel. Faculty and staff members of the College of Business are dedicated to helping students achieve their professional career goals. To accomplish this, it is essential that students respect each other’s right to pursue their education in the most beneficial atmosphere possible. All students are expected to adhere to the following standards of professional behavior.

In the classroom:

- Arrive on time to class, prepared to engage in the day's topics,
- Keep cell phones and other electronic devices turned off during class,
- Respect your colleagues by refraining from disruptive behavior, including leaving class before the end and engaging in non-class related activities during the class session,
- Participate fully in all in-class activities, and
- Foster academic honesty.

Outside the classroom:

- Treat email correspondence as professional communications,
- Be a responsible group member, attending group meetings and fully contributing to the group's discussions, work products, and presentations,
- Be respectful and gracious when a working professional takes time to interact with you in or out of class,
- Care for the Gallagher Business Building and its technologies,
- Honor appointments with employers, advisors, and faculty,
- Dress appropriately when interacting with professionals at COB events, and
- Foster academic honesty.

Academic Conduct Expectations – Students

The [University of Montana Student Conduct Code](#) specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available [here](#)).

The College of Business endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career.

Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask their instructor if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit.

A partial list of situations that are considered academic misconduct includes:

- Plagiarism – using another's words, ideas, data, or materials and representing them as your own. This includes lifting anything from the Internet and embedding it in your work without proper citation of the source. It also includes using your own work previously graded for another class, unless explicitly permitted to do so by the current course instructor.
- Cheating on an Academic Exercise – using a source that the instructor did not explicitly authorize, regardless of how you came across the source. This would include:
 - using solutions manuals, test banks, graded material from another semester, information from another student (with or without their consent), and online essays or analyses (free or purchased),
 - sharing information about exam content with a student who has not yet taken the exam,
 - removing exams from the room without authorization,
 - consulting any unauthorized source during an exam, such as a cell phone, notes, the Internet, or another student's paper,
 - receiving assistance on an academic exercise without instructor permission.
- Improper Influence – calculating to influence the instructor to assign a grade other than the grade actually earned. This includes lying to the instructor in pursuit of extensions, leniency, or grade alterations.
- Facilitating Academic Dishonesty – knowingly helping another person engage in academic misconduct.

The complete code is available on our website:

<http://www.business.umt.edu/ethics/professional-conduct-code.php>

MISSION STATEMENT AND ASSURANCE OF LEARNING:

The University of Montana's College of Business enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the College of Business has adopted the following learning goals for our undergraduate students:

Learning Goal 1: COB graduates will possess fundamental business knowledge.

Learning Goal 2: COB graduates will be able to integrate business knowledge.

Learning Goal 3: COB graduates will be effective communicators.

Learning Goal 4: COB graduates will possess problem solving skills.

Learning Goal 5: COB graduates will have an ethical awareness.

Learning Goal 6: COB graduates will be proficient users of technology.

Learning Goal 7: COB graduates will understand the global business environment in which they operate.

In addition, the Department of Accounting and Finance prepares ethically aware decision makers with effective analytical and qualitative business knowledge and skills to become professionals in their respective fields. We commit to high quality teaching and applying scholarship to professional practice and theory.

The undergraduate accounting program is committed to preparing students to apply accounting and business knowledge in organizations. The accounting faculty have adopted the following learning goals for our undergraduate accounting students:

Learning Goal 1: Accounting majors will possess fundamental accounting knowledge.

Learning Goal 2: Accounting majors will be effective writers.

Learning Goal 3: Accounting majors will critically analyze and solve problems, using technology where appropriate.

Learning Goal 4: Accounting majors will understand the importance of ethics to the accounting profession and demonstrate ethical decision making.

EMERGENCY PROCEDURES:

In the event of a campus emergency during class, please follow instructions provided by your instructor or the UM emergency alert system. Failure to do so could hamper efforts to resolve the emergency situation in a safe, timely manner.

UM REQUIREMENT – BYSTANDER INTERVENTION TRAINING:

Attention freshman (0-30 credits): Please be sure to attend one of the mandatory bystander intervention trainings. All freshman are required to complete this training before registering for autumn 2018. A list of scheduled trainings is posted at: <http://www.umt.edu/safety/training/bystander.php>.

DROPS AND INCOMPLETE GRADES:

This course follows published UM policies on drop dates and incomplete grades. These are excerpted below.

DROP DATES:

Dates and policies per the UM catalog:

- February 10 – last day to drop course in Cyberbear with no approvals required
- April 3 – last day to drop course with instructor and advisor signatures
- After April 3– drops are not allowed unless there are very explicit circumstances such as family emergency, accident/illness, or other severe circumstances *beyond the student's control* that are fully documented and acceptable to the instructor. ***Low grades or their consequences are not acceptable reasons for a petition approval.***

INCOMPLETES:

Policy per the UM catalog: "Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*"

Tentative Schedule*
ACTG 307-Spring 2018

Week	Date	Chapter and Topic	Deliverables	
			Reading Quiz	Assignment
Part 1: Intermediate Accounting - Spiceland, Sepe, Nelson, and Thomas (SSNT)				
1	M 22-Jan	Chapter 16: Accounting for Income Taxes		
	W 24-Jan	Chapter 16: Accounting for Income Taxes (continued)	Ch. 16	
2	M 29-Jan	Chapter 16: Accounting for Income Taxes (continued)		
	W 31-Jan	Chapter 17: Pensions and Other Postretirement Benefits	Ch. 17	
3	M 5-Feb	Chapter 17: Pensions and Other Postretirement Benefits (continued)		
	W 7-Feb	Chapter 17: Pensions and Other Postretirement Benefits (continued)		Ch. 16
4	M 12-Feb	Chapter 20: Accounting Changes and Error Corrections and Chapter 9(D): Change in Inventory Method and Inventory Errors	SSNT-Ch. 20	
	W 14-Feb	Chapter 20: Accounting Changes and Error Corrections (continued)		Ch. 17
5	M 19-Feb	Presidents Day – No Classes; Offices Closed		
	W 21-Feb	Exam 1		
Part 2: Advanced Accounting - Christensen, Cotrell, and Budd (CCB)				
6	M 26-Feb	Chapter 11: Multinational Accounting: Foreign Currency Transactions & Financial Instruments	Ch. 11	SSNT-Ch. 20
	W 28-Feb	Chapter 11: Multinational Accounting: Foreign Currency Transactions & Financial Instruments (continued)		
7	M 5-Mar	Chapter 11: Multinational Accounting: Foreign Currency Transactions & Financial Instruments (continued)		
	W 7-Mar	Chapter 12: Issues in Reporting and Translation of Foreign Entity Statements	Ch. 12	
8	M 12-Mar	Chapter 12: Issues in Reporting and Translation of Foreign Entity Statements (continued)		Ch. 11
	W 14-Mar	Chapter 13: Segment and Interim Reporting	Ch. 13	
9	M 19-Mar	Chapter 20: Corporations in Financial Difficulty	CCB-Ch. 20	Ch. 12
	W 21-Mar	Exam 2		CCB-Ch. 20
	F 23-Mar	Case Due		
10	M 26-Mar	Spring Break		
	W 28-Mar	Spring Break		

* This is a *tentative* outline of the material to be covered this term. I reserve the right to modify this schedule with advance notice to the students.