Syllabus
Accounting 3341—Cost Accounting and Control
Spring Semester 2015

GENERAL INFORMATION
Instructor: Professor Jiménez-Angueira, Ph.D.
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Phone: 941.359.4575  skype: jimenez_angueira E-mail: carloserielj@sar.usf.edu

Meeting Times
W 6:00–8:45 pm, room: A205

Office Hours
Tuesdays and Wednesdays: 4:30–5:30 pm, or by appointment.

REQUIRED MATERIALS

COURSE PREREQUISITES
The stated prerequisite for this course is ACG 2021 and ACG 2071 with a grade of “C” or better. This course is a continuation of the cost and managerial accounting topics from ACG 2071. You should have a solid understanding of the material in ACG 2071 and a working knowledge of algebra.

COURSE OBJECTIVES
The primary objective of this course is to develop an understanding of how cost management information is used in organizations as a basis for making sound business decisions. This course examines intermediate cost management topics, with an emphasis on the strategic role of cost management.

COURSE DESCRIPTION
There are two levels to the content of managerial/cost accounting. The “bookkeeping” (or introductory) level asks you to learn the various formulae involved in calculating certain “managerial accounting” numbers such as inventory costs, relevant costs and budget variances. This level also covers important managerial accounting vocabulary.

The second (intermediate) level, often called “cost management/analysis,” requires that you use the introductory knowledge to interpret the results in terms of managerial decision-making. This introduces the ambiguity inherent in any management situation, and will require you to identify the type of decision situation you are analyzing, what cost information you require for the analysis, and what non-cost information might also be relevant to the decision.

ACG 3341 is an intermediate-level course in cost management. The course will challenge your comfort zone, as many of the questions require no computation and can have alternative correct answers. You will demonstrate your mastery of the subject through clear communication of the logic underlying your positions and recommendations, not simply through plugging numbers into an equation or following a set of rules.

COURSE GRADING
Your grade for this course is in your own hands, a grade of 90% or more will get an A (similarly for 80%, and a B, and 70% and a C, etc.) regardless of your peer's performance. I reserve the right to award B+ and C+ grades are reserved for those students who may fall short of the next grade up by a few points. I do not award grades of A-, B-, C-, D-, D+ or F+.
Grading Procedures and Policies
I require tests and group assignments to have a cover page and that you identify yourself only on that cover page. Before grading any of your work, I turn over the cover page and shuffle all the papers to avoid knowing the identity of the student(s) whose work I am evaluating.

If you want me to review your grade on a particular assignment or exam, you must make that request within a week of receiving the graded assignment or exam. There are two types of requests:

- If you believe I have made a mathematical error in calculating your final score, you may orally request that I review our addition. I will do so by the next class session.
- If you believe you have received an inappropriate score on a particular problem, you must submit your re-grade request in writing. Your request must explain your position and document why you believe a change is appropriate. A copy of your graded assignment or exam should accompany the request. The possible outcomes of an appeal process are:
  - Valid appeal: I will add the appropriate number of points to your score.
  - Invalid appeal: No change to your grade will be made.

COURSE REQUIREMENTS
The course requirements consist of the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm and Final Exam</td>
<td>60% (highest grade 33%; lowest grade 27%)</td>
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<tr>
<td>Worksheets</td>
<td>15%</td>
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<tr>
<td>Problem Sets</td>
<td>15%</td>
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<tr>
<td>Case</td>
<td></td>
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<tr>
<td>Mini-presentation</td>
<td>3%</td>
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<tr>
<td>Memo</td>
<td>4%</td>
</tr>
<tr>
<td>Participation and Professionalism</td>
<td>3%</td>
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</tbody>
</table>

Pass/Fail (2) You are required to complete these two requirements to avoid getting an incomplete. See below for details.

Exams
Midterm is on February 24th. In-class, you will have at least three hours minutes to complete this exercise.

Final Exam is on April 29th. You will have at least three hours to complete this exercise. Although the emphasis will be on the material covered after the Mid-term, around 20-30 percent will be from the mid-term material. Also, the material on the latter part of the semester relies heavily on your understanding of the material tested on the mid-term.

Problem Sets and Worksheets
Worksheets
Worksheets are designed to help you prepare for the topics to be discussed in-class. These will be due before the beginning of class on the date each topic is introduced. You should keep a copy so that you can contribute to the discussion and clarify items that you may have not completely understood on your own while preparing for class.

Problem Sets
Problem Sets are designed to help you identify topics on which to concentrate your study and practice time, to cover problems that will be too long for a test situation, and to encourage you to remain current with the course material. I expect that there will be between 6-8 problem sets throughout the semester.
**Case**

Students will be assigned a comprehensive problem/case to be worked in groups either in or out of class. On the date a mini-presentation is scheduled, two groups will come prepared to present and discuss the assigned problem. I expect the remaining of the class to participate in the discussion.

For the presentations, groups may use the approach they believe will be best to convey their information. Groups selected to present on a particular date will also turn-in a memo where they state: the problem, relevant information, analysis and recommendations. I expect high quality on your work on these assignments. Students will work in **groups of two students**.

After completing each assignment, I will ask each group member to evaluate (anonymously) their peers’ contribution to the project. Each member’s contribution will be evaluated using the following scale: 0—did not contribute, 1—marginal contribution, 2—as much as other members, 3—above other. If after reviewing the peer evaluations I conclude a group member did not contribute significantly to the project, one or more of the following actions will be taken:

1) a warning;
2) reduce the individual's score by up to 25% of the score earned by the group;
3) require the remaining group assignments to be completed individually.

**Pass/Fail Requirements**

**Student Information Sheet:**

*No later than January 14th* you should turn-in your Student Information Sheet (SIS), which will provide me with your contact information, accounting academic background, and some additional information that will help me know you a little better. There is a copy of the SIS on Canvas.

**LinkedIn Profile:**

*No later than January 31st* you will open (or update) a profile on LinkedIn. First, you will complete the Summary, Experience, Education, Skills and Expertise, and add your photo to your profile. Keep in mind LinkedIn is a professional networking website where colleagues and future employers will learn about your professional goals and achievements. Therefore, the information you present should be accurate, free from grammatical errors, and your picture should look professional. Then, you will ask me to join your professional network. You will receive credit for this assignment when, upon reviewing your profile, I am convinced that you have represented USFSAR and yourself in a professional manner.

**EXTRA-CREDIT**

There will be no extra-credit assignments; you will have plenty of opportunities to earn your grade.

**CANVAS**

Canvas will be the hub for communications and class materials.

*Communication:* I expect you to check your email and our Canvas page regularly for course information and updates. You are responsible for all information I disseminate through these media. I will deliver new information to you through announcements on BB unless there is time-sensitivity that makes an email more appropriate. If I post a revised document on Canvas, I will indicate the date of revision in the link to the document.

*Modules:* Lecture notes, problems, discussion questions, homework and group assignments will be presented in the “Modules” in Canvas. The materials for each topic will be available on Canvas at least 24 hours prior to being discussed in-class. I expect the following regarding the materials posted in each module:

- You are keeping up with the assigned readings and materials.
- You take time to skim over the lecture notes prior to entering the class room.
- You bring copies (electronic or hardcopy) of lecture notes and other support materials to class and use them to work and follow extended examples in class.

**PARTICIPATION AND PROFESSIONAL BEHAVIOR**
This is an upper-division accounting course and I expect you to observe professional behavior. Many topics are complicated by their nature; therefore it is important students to ask questions in class to clarify any doubts. I will assign your participation/professionalism grade based on my assessment of your **readiness, preparedness, and class participation**. Even though the percentage of your grade assigned to this dimension is small, it will make the difference between making or not making a specific letter grade in the class.

Professional behavior includes:
- **Being on time for class sessions.**
- Obtaining notes, handouts, etc. from peers if you miss class. I will answer specific questions about the material, but I will not re-give the lecture.
- **Preparing for each session through readings, problems, etc.**
- Listen carefully when another is speaking.
- Participating actively in classroom exercises and discussions.
- **Participating actively and constructively with your peer(s) to prepare group assignments.**
- Asking questions in a manner conductive to clarification and additional learning.
- Turning in assignments on time and in a **high-quality format**.
- Preparing to leave the classroom only after I have dismissed the class.
- Turning your cellular phone off while the class is in session.

**LAPTOP COMPUTER POLICY**
Students are allowed to use their laptop computers to take notes and access class materials as well as to work in-class activities. However, use of computer for recreational and other non-academic purposes is prohibited during class time; such use will be reflected negatively on your participation and professionalism grade.

**USFSM AND USF SYSTEM POLICIES**
By enrolling in this course you are accepting the USFSM and USF System Policies. Below are the highlights.

A. **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the [USFSM Catalog](#), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

B. **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the [USFSM Catalog](#), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

C. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and [MoBull](#) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](#) for further information.
D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Sexual Misconduct/Sexual Harassment Reporting: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599
- List of off-campus resources:
  - Hope of Manatee: 941-755-6805
  - Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
  - First Call for Help-Manatee: 941-708-6488
  - Sarasota & North Port 941-366-5025
  - Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

**SUGGESTIONS FOR SUCCESS IN THE COURSE AND ADDITIONAL INFORMATION**

- This is a serious course. I emphasize preparing for and attending every class. If personal schedule or work conflict with this expectation, you are putting yourself in a position to fail.
• I am in the classroom to help you succeed in the course. But this is a two way street, you must choose to make the necessary effort to succeed in the class. Therefore, if you make the choice to work hard, learn, and succeed, I will do everything I can to enable you to succeed.

• You should read the assigned material as well as the lecture notes before coming to class; this exercise will let you get acquainted with the main ideas of the material to be discussed in class.

• In class, please ask questions if something is not clear; if it is not clear to you, there is a good chance it is not clear to many of your classmates.

• After class, review your notes and any issues addressed in the homework that you did not understand well during class. Things discussed in the classroom will usually seem easier than when you review them on your own. It is not a good strategy to leave all of your reviewing for the night before the exam.

• To prepare for exams, go back to your notes, and PowerPoint Slides, the book, and the worksheets.

• **I do not answer questions during exams.**

• You may use a basic (4-key) calculator for exams. Any other type of calculators will not be allowed (*i.e.*, financial, scientific, or those built-in cellular phones).

• All dates in the schedule are firm. Please make plans to be in class on those dates. *I will not permit post-dates make-ups.* It is possible, in certain circumstances (e.g. an athletic commitment sponsored by USF with the appropriate documentation) to take an exam earlier than the set time. Medical or family emergencies on the date of an exam will be excused with documentation indicating that you were incapable of taking the exam on that date; we will discuss an appropriate method for you to demonstrate your learning and earn the exam points. *Note that simple evidence that you went to the doctor is inadequate.*

• From time to time I will need to send messages about the class. Please check Canvas regularly; you are responsible for all information posted.

• I check e-mail regularly and try to reply to your questions promptly. I will ask you to come to office hours if the answer to your inquiry requires more than a few sentences to clarify.

• While I view this syllabus as a contract between students and instructor, I reserve the right to make slight changes to the timing of topics and other minor matters. I will make any necessary announcements in class and changes will be posted on Canvas. You are responsible to keep up to date with any changes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Other Details/Comments</th>
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</thead>
<tbody>
<tr>
<td>Jan. 07</td>
<td>Introductions and course mechanics; Intro. to Cost Accounting, Intro. to Cost Management systems</td>
<td>HDR: Chp. 1, Chp. 22 pp. 841-43 Chp: Module 1</td>
<td>HDR: Chp. 2, Chp 9 pp. 343-352 Chp: Module 1 • Worksheet 1 Due • Student Information Sheet due</td>
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<tr>
<td>Jan. 14</td>
<td>Cost Concepts</td>
<td>HDR: Chp. 2, Chp 9 pp. 343-352 Chp: Module 1</td>
<td>HDR: Chp. 4 Chp: Module 1 • Worksheet 2 Due</td>
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<tr>
<td>Jan. 21</td>
<td>Job costing</td>
<td>HDR: Chp. 4 Chp: Module 1</td>
<td>HDR: Chp. 4 Chp: Module 1 • Worksheet 2 Due</td>
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<td>Jan. 28</td>
<td>Process costing, Spoilage, Rework and Scrap</td>
<td>HDR: Chps. 17 &amp; 18 Chp: Module 1</td>
<td>HDR: Chps. 17 &amp; 18 Chp: Module 1 • Worksheet 3 Due • Problem Set 1 Due</td>
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<tr>
<td>Feb. 04</td>
<td>Overhead Allocation, ABC</td>
<td>HDR: Chp. 5 Chp: Module 1</td>
<td>HDR: Chp. 5 Chp: Module 1 • Worksheet 4 Due • Problem Set 2 Due</td>
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<tr>
<td>Feb. 11</td>
<td>Overhead Allocation, ABC</td>
<td>HDR: Chp. 5 Chp: Module 1</td>
<td>HDR: Chp. 5 Chp: Module 1 • Mini-presentation 1</td>
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<td></td>
<td>Cost Volume Profit Analysis and Inventory Costing</td>
<td>HDR: Chp. 3 &amp; Chp. 9 pp. 328-342 Chp: Module 1</td>
<td>HDR: Chp. 3 &amp; Chp. 9 pp. 328-342 Chp: Module 1 • Mini-presentation 2 • Problem Set 3 Due</td>
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<tr>
<td>Feb. 18</td>
<td>Cost Volume Profit Analysis and Inventory Costing (continued)</td>
<td>HDR: Chp. 3 &amp; Chp. 9 pp. 328-342 Chp: Module 1</td>
<td>HDR: Chp. 3 &amp; Chp. 9 pp. 328-342 Chp: Module 1 • Mini-presentation 2 • Problem Set 3 Due</td>
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<td>Cost Behavior</td>
<td>HDR: Chp 10 pp. 370–88 Module 1</td>
<td>HDR: Chp 10 pp. 370–88 Module 1 • Mini-presentation 2 • Problem Set 3 Due</td>
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<tr>
<td>Feb. 25</td>
<td>Mid-term Exam</td>
<td><strong>You will have 150 minutes to complete this exercise.</strong></td>
<td><strong>You will have 150 minutes to complete this exercise.</strong></td>
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<td>Mar. 04</td>
<td>Spring Break</td>
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<tr>
<td>Mar. 11</td>
<td>Relevant Cost Analysis</td>
<td>HDR: Chps. 11, 16 Chp: Module 2</td>
<td>HDR: Chps. 11, 16 Chp: Module 2 • Worksheet 6 Due</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Preparation</td>
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<td>Mar. 18</td>
<td>Relevant Cost Analysis ((continued))</td>
<td>HDR: Chps. 11, 16 HDR: Chp. 14 pp. 569-75</td>
<td>• Mini-presentation 3</td>
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<td>Cnv: Module 2</td>
<td>• Problem Set 4 Due</td>
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<tr>
<td>Mar. 25</td>
<td>Capital budgeting and Cost Analysis</td>
<td>HDR: Chp. 21</td>
<td>• Worksheet 7 Due</td>
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<td>Cnv: Module 2</td>
<td>• Mini-presentation 4</td>
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<tr>
<td>Apr. 01</td>
<td>Budgeting &amp; Variance Analysis</td>
<td>HDR: Chps. 6, 7, 8</td>
<td>• Worksheet 8 Due</td>
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<td>Cnv: Module 2</td>
<td>• Problem Set 5 Due</td>
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<td>• Mini-presentation 5</td>
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<tr>
<td>Apr. 08</td>
<td>Budgeting &amp; Variance Analysis</td>
<td>HDR: Chps. 6, 7, 8</td>
<td>• Problem Set 6 Due</td>
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<td>Cnv: Module 2</td>
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<tr>
<td>Apr. 15</td>
<td>Budgeting &amp; Variance Analysis ((continued))</td>
<td>HDR: Chps. 6, 7, 8</td>
<td>• Worksheet 9 Due</td>
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<td></td>
<td>Sales Variances</td>
<td>HDR: Chp. 14 pp. 569-75</td>
<td>• Problem Set 7 Due</td>
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<td>Cnv: Module 2</td>
<td>• Mini-presentation 6</td>
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<tr>
<td>Apr. 22</td>
<td>Introduction to Performance Measurement</td>
<td>HDR: Chp 23 pp. 874-887, 889-894</td>
<td>• Worksheet 10 due</td>
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<tr>
<td></td>
<td>Balanced Score Card</td>
<td>HDR: Chp. 12 pp. 472-87, skim Chp. 19</td>
<td>• Problem 8 due.</td>
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<td>Cnv: Module 2</td>
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<td>Apr. 29</td>
<td><strong>FINAL EXAM</strong></td>
<td>25% Pre-midterm; 75% post midterm</td>
<td>• You will have 150 minutes to complete this exercise.</td>
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**Notes:**

*HDR* is the class text book *Cost Accounting* 15th edition by Horngren et al. This will be the main reading for the topic unless otherwise stated in Canvas. I will assume you are keeping up with the readings.

*Cnv* is Canvas. I assume you check Canvas periodically (i.e., at least on Monday evenings). You are responsible for keeping up with all materials and announcements posted in Canvas.