

**Syllabus**  
**School of Continuing and Professional Studies**

Undergraduate Programs  
FA 223 Accounting and Finance Principles BADM 223  
Fall 19-20

Instructor: Thomas Nowak  
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Cell: 312 501 4335 223  
Office Hours available to students: After 5 PM

Course Dates/ Time: Thursdays from September 17 to November 26 from 5:45 PM to 9:00 PM

Course Location Loop: Lewis

Delivery Format: on ground

**Course Description:**

In this course, we will examine the role of accounting and financial management in the preparation, reporting and analysis of financial information. This topic is particularly important in today's economically challenging business world. Accounting and Finance Concepts and Principles serve as the bookends for our exploration. Clear principles and procedures are used to capture financial data, which can then be used to make economic and financial decisions. Specifically, the objective of this course is to present the fundamentals of accounting and finance to assist the non-accountant in understanding the financial statements of an organization and how financial information can be used in the management planning, control, and decision-making processes of both profit and non-profit seeking enterprises. Accounting is often called the language of business and as such, it is appropriate that as participants in the economic activities of our society we should have enough knowledge of this language to make informed decisions and judgements about our role in these economic activities.

We will also cover a series of topics that will enhance your understanding of financial information, financing techniques and options through financial and ratio-analysis. This will advance your ability to understand and make relevant financing and investment decisions and develop viable future business strategies.

As this is an accounting/ finance course we would expect some proficiency in basic quantitative or mathematical reasoning.

## Learning Outcomes and Competencies:

BADM 223 - Learning Outcomes: After completing this course students will be able to:

- Comprehend fundamental accounting principles, financial analysis tools, and general business theories.
- Define and identify the external and internal users of financial data and statements.
- Explain the goal of financial management and the potential conflicts of interest.
- Analyze the purpose of financial statements and determine their application to real world financial decision making.
- Understand the importance of financial statement ratios and their role in financial statement analysis.
- Develop specific skills, competencies and viewpoints needed by professionals in the field closely related to this course.
- Compute the future value, present value and the rate of return on an investment for projects that involve single or multiple cash flows.
- Understand how financial markets work and know the historical rate of returns and risks on various types of investments.
- Determine the significance of using accounting and finance principles from a business decision-making perspective.
- Demonstrate critical thinking and problem solving by applying course concepts to the analysis of transactions and financial data.
- Express oneself orally and in writing related to concepts addressed in course.

Students in the Independent Focus Area program can choose among the following competencies:

- F-X Can employ specific accounting and finance, and skills to, analyze financial statements.
- H-3-X Can employ financial forecasting techniques to project trends and anticipate the future financial results.

## Learning Strategies & Resources:

Through class discussions, readings, internet research, and homework assignments, students will learn how to read and analyze financial statements and use this information to make informed financial decisions.

## Required text:

*Accounting What the Numbers Mean* 12E Edition by David Marshall, Wayne W. McManus and Daniel F. Viele, ISBN: 978-1-260-48069-6 (loose leaf edition).

Additional materials in D2L will be used to supplement the text.

### Learning Deliverables:

Students will complete weekly homework assignments to demonstrate that they understand that week's class material. All assignments are due by the next class. Late assignments will cumulatively lose credit for each week that they are past due. All homework assignments are listed in the Class Schedule section.

### Assessment of Student Learning:

All written assignments will receive equal weight and will be graded using the grading scale in the next section. Missing two or more class sessions will negatively affect the course grade.

### Grading Criteria & Scale:

#### **Written and Oral Work will be evaluated as follows:**

**A=** designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

**B=** designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

**C=** designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D=** designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

### Grading Scale:

Assignments will make up 90% of the grade, and attendance and participation will make up 10% of the grade.

### **Incomplete (IN) Grade:** This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.

The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Schedule:

DATE	CLASS	TOPICS/ASSIGNMENTS
9/17 Module 1: Introduction/Course Overview and Financial Statement Analysis	:Marshall, <i>Accounting What the Numbers Mean</i> , Chapter 1  Learnsmart Activities including completing Exercises 1.3, 1.4	1.1: Introduction & Review of Accounting Knowledge 1.2 Pre-Course Survey Reflection  1.3 Textbook Exercise 1.1
9/24 Module 2: What is Accounting?	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapter 2  Watch the video, “Annual Report Analysis”  Learnsmart Activities including completing Mini Exercise 2.4, Exercise 2.4, Exercise 2.7, Problem 2.20, and Problem 2.23	2.1 Annual Report Follow-up Assignment (Reflection)  2.2 Business in the News Post
10/1 Module 3: Full Disclosure Principle- What Do the Financial Statements Tell Me	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapter 3  Learnsmart Activities including Practice Exercises 3.10, 3.11, 3.13	3.1 Campbell Soup Company (Textbook Problem 3.17)  3.2 Business in the News Post
10/8 Module 4: Accounting Process and Transaction Analysis	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapter 4	4.1 Transaction Analysis – Exercise 4.5 including the  Preparation of the related income statement and

	Learnsmart Activities including Mini- Exercises 4.1 and 4.3	balance sheet. 4.2 Business in the News Post
10/15 Module 5: Assets- Valuation and Cost Allocation (Part 1)	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapters 5 Learnsmart Activities including Mini-Exercises 5.4, 5.6	5.1 Textbook Exercise 5.17 and 5.18 5.2 Textbook Case 5.37 (including Discussion post) 5.3 Business in the News Post
10/22 Module 6: Assets – Valuation and Cost Allocation (Part 2)	Marshall, <i>Accounting What the Numbers Mean</i> , Chapter 6 Power Point slides, “Time Value of Money and What Does it Mean” Appendix, Chapter 6, Marshall, <i>Accounting What the Numbers Mean</i> Learnsmart Activities including Mini exercises 6.1, 6.2, 6.3, 6.4 and 6.6	6.1 Textbook Exercises 6.10, 6.12, 6.15, 6.18 6.2 Reflection Essay: The Cost Principle – Does U.S. GAAP have it right? 6.3 Business in the News Post
10/29 Module 7: Liabilities – Claims on Economic Resources (Assets)	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapter 7 Learnsmart Activities including Mini-Exercises 7.1, 7.3, 7.4	7.1 Textbook Exercises 7.16, 7.18, 7.20 7.2 Reflection: Matching and Revenue Recognition Principles and their impact on How Expenses and Revenues are Reported 7.3 Business in the News Post
11/5 Module 8: Stockholders’ Equity- Business Organization	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapters 8, including the Appendix	8.1 Lily’s Green Thumb -Critical Thinking and Key

Types and What Does It Mean from an Investment Perspective	Learnsmart Activities including Mini-Exercises 8.2, 8.3, and Exercise 8.19	Concepts 8.2 Textbook Case 8.33  8.3 Reflection – How to Organize. Compare and Contrast the advantages and disadvantages of organization types and the Characteristics of Stockholders' Equity that are Relevant to Personal Investment Decisions
11/12 Module 9:  Accrual Versus Cash Basis of Accounting: Income Statement versus Statement of Cash Flows	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapter 9  Learnsmart Activities including Mini-Exercises 9.1, 9.2, 9.4	9.1 Managing Cash: Cake Love and Love Cafe  9.2 Textbook Exercises 9.10, 9.11, 9.15  9.3 Textbook Case 9.32 – What does the Statement of Cash Flow Tell Us?  9.4 Business in the News Post
11/19 Module 10:  Corporate Governance, Financial Accountability and Financial Statement Analysis	Marshall, <i>Accounting, What the Numbers Mean</i> , Chapters 10 and 11  Video: Bigger than Enron (Frontline 2002)  Learnsmart Activities including What Does It Mean Questions	10.1 Fraud Analysis – What Do Financial Frauds Tell Us About the Need for Corporate Governance and Financial Accountability? Have the Changes to our Accounting and Finance Rules since Enron Fixed the Problem?  11.1 Ratio Analysis – Comprehensive Problem 11.14
11/26 11.2  End of Term Reflection		

### Course Policies:

All assignments are due by the next class session.

The grade for any assignments that are late will cumulatively go down for every week it is late.

Attendance and class participation are also part of the evaluation process.

Assignments will make up 90% of the grade, and attendance and participation will make up 10% of the grade. Missing more than two classes will negatively impact your grade.

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

### **Other Resources for Students**

University Center for Writing-based Learning

SCPS Writing Guide

Dean of Students Office

### Instructor Brief Bio:

Tom Nowak is a Chief Financial Officer consultant. He has been an adjunct instructor at DePaul since 1986 for the College of Business and School for New Learning. Tom earned his MBA in Finance at DePaul and is a Certified Public Accountant (CPA).

Updated January 2019 (Links, LPS Pass/Fail Policy)