Class Days:  
	Tuesday and Thursday

Class Time:  
	11:00 AM – 12:20 PM

Class Room:  
	[Somewhere]

Instructor:  
	Dr. Nicholas J. Fessler, CMA, CPA
	Associate Professor of Accounting

Phone:  
	(903) 565-5733

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Office:  
	BUS 154A

Website:  
	www.nickfessler.com

Office Hours:  
	Tuesday and Thursday 12:30 – 1:45 AM, 3:30 – 5:00 PM,
	and by appointment

TEXT AND SUPPLEMENTS:

Required Materials:

Should be available at the UTT Bookstore

Calculator – with financial functions (e.g., NPV, etc.)

Optional Materials:

N/A

COURSE DESCRIPTION:
An introduction to accounting concepts and methods used in managerial planning, control, and decision-making. Topics include budgetary planning, control and analysis, responsibility accounting; costing techniques; standard costs; and cost-volume-profit relationships.

Prerequisite:  

ACCT 2301 (Principles of Financial Accounting)
COURSE OBJECTIVES:

Students in this course will be able to:
A. Understand basic terminology and cost flows.
B. Understand the management accountant’s role and how it differs from financial accounting.
C. Understand cost allocation and the relationship between activities and costs.
D. Understand cost behavior and cost-volume-profit relationships.
E. Understand the principles of budgeting.
F. Understand variances/standard costing
G. Understand the relevancy of costs for decision making.
H. Understand differences between how variable costing and absorption costing income is calculated.
HERE ARE …

A FEW WORDS FROM DR. FESSLER

Remember that a college education is like a health club membership … you receive benefits in proportion to the effort you expend.

What you take away from the course will be a function of three variables: your aptitude for the material, your aspirations regarding the subject matter, and the level of sustained effort you put forth. Expertise in managerial judgment is hard won, as is expertise in managerial use of accounting information. We will work together each class to enhance your understanding of the material and the way it fits into the course. I do not expect you to bring any prior training or knowledge of managerial or cost accounting to the class.

I ask two things of you: (1) effortful preparation for class, and (2) a good attitude. First, ninety percent of learning occurs outside the classroom, which requires of you preparation and effort, both individually and in groups. Second, your attitude in the classroom will influence the learning experience of everyone involved, so bring a good one with you.

Preparation. The effortful student will do well in this class. Prepare thoroughly for class, and follow the guidelines in this syllabus. If you are trying hard, I will know, and your work will improve your class performance. Nothing disturbs me more than to receive an answer in class or an assignment that clearly demonstrates the student did not read the syllabus or attend to helpful hints. Begin work on case write-ups earlier than the day or night before they are due. I work very hard to teach you as well as I can; I expect you work hard to learn as much as you can.

Attitude. The attitude of each and every one of you will influence the quality of the class, particularly the quality of our in-class time together. A successful class depends upon the actions of the instructor and the students. Only with your help can I make this a great class. Bring a positive attitude to class that enhances the ambience of learning. We are all in this learning experience together, and just one or two bad apples can spoil the rest of the barrel; so sad, but so true.

The course will contain a flexible blend of lecture and discussion (including cases). I expect you to attend class, participate in the discussions, and ask questions. Asking questions is an important part of the learning process for both the student and also the instructor. Please do not hesitate to do so.
DR. FESSLER PET PEEVE

Two events are beginning to occur with noticeably increasing frequency.

First, it is cheating to copy the work of someone else. Students are cheating when they copy the work of someone from a past semester; students are cheating when copy the work of a classmate in the same class. This can be quite noticeable in case write-ups. A cheating student (or all members of a cheating group of students) can be assigned an “F” for the course, and can also be suspended from the University (see the University policy on cheating). Cheating makes me really grumpy; please don’t do this.

Second, asking for a better grade after the semester is finished is not a fruitful use of your time. I curve tests during the semester, so students can know exactly where they stand throughout the semester. At the end of the semester I do not curve, nor do I round-up—this is clearly stated here and elsewhere in this syllabus. Please do not send me an email after the semester is finished to lobby for a better grade; the only effective strategy is to earn the grade during the semester’s activities.
GRADING SYSTEM (GRADING POLICY):

The course grade will be determined by the allocation of points as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
</tr>
<tr>
<td>Exam 3</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>225</td>
</tr>
<tr>
<td>Homework</td>
<td>225</td>
</tr>
<tr>
<td>Participation/Professionalism</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

You are now forewarned that *when I assign final grades, I don’t round up*. I often curve exams to benefit students, and I grade homework and class participation generously. The homework requirement in particular is a good way for effortful students to improve their grades. I am more than generous throughout the semester, so I don’t feel obliged to again be generous when assigning final grades. For instance, you need 900 points to earn an “A”; 898 points is a “B” (yes, it has happened before).

COURSE FORMAT/Delivery:

Class Meetings
The class is scheduled to meet a total of 2,200 minutes in addition to the final exam period of two hours.

Teaching Methods
A variety of teaching methods will be employed, including but not limited to lecture, problem illustrations, class questions and discussion, in-class exercises, homework assignments, and case analysis and discussion. A more detailed discussion of some of these methods can be found below.

BLACKBOARD SOFTWARE:

The course utilizes the Blackboard course management system, which all students have access to with their campus user name. All individual grades and exam summary statistics will be recorded on Blackboard following each exam. Additionally, course materials available for downloading will placed on Blackboard, including the syllabus and practice exams.

COURSE EXPECTATIONS, REQUIREMENTS AND POLICIES:

Exams
Four exams during the semester will test your knowledge and understanding of the material in the chapters indicated. These exams will consist primarily of multiple choice questions and/or problems similar in nature to the homework exercises and problems. Exams 1, 2, and 3 will be administered during the class period, and the final exam will be administered during final exam week and will be two hours long.
All scheduled examinations must be completed in order to receive a passing grade in this course. Make-up exams will not be allowed except under extreme circumstances. Should you be absent for an examination, it is your responsibility to reschedule with me, in advance of the examination date and time, for a time not to exceed two (2) days from the originally scheduled exam. Failure by you to schedule a make-up exam within these guidelines will cause the missed exam to be recorded as a zero (0). This would be very bad.

During exams 1, 2 and 3 you will be allowed the use of a “cheat sheet” of one 8 & ½ by 11” sheet of paper containing all the notes you can fit on one side. Because it is cumulative, for the final you can use both sides. You may not share pencils, pens, calculators, or other items during any exam. There will be enough room on the exam to perform all necessary calculations, so no additional paper will be needed or allowed during the exams.

Please plan to attend class sessions immediately following exams; I will be covering new material on those days.

**Homework**
Your homework grade will be determined by the sum of your scores on homework assignments, in-class assignments, and case write-ups. Your assignments are due and will be collected on the day noted on this syllabus. Case assignments will always be collected and graded, and students must always turn in case assignments. Your homework grade will be the total of your points, with a maximum of 225 as listed in syllabus. That is, you can accumulate up to 225 points (maximum). However, more than 225 points of homework will be collected, so this will allow for occasional absences, “bad days”, etc., etc., and so on. Therefore, there will be no make-ups of any homework assignments, quizzes, or in-class assignments, and no late homework will be accepted for any reason.

*Note:* If I feel that members of the class are not adequately preparing for class meetings, I reserve the right to administer pop quizzes and include quiz scores while determining your final grade.

**Class “Lectures”**
These “lectures” are loosely termed because they will usually require your participation. Often the purpose of a lecture is to provide you with a starting point for analyzing one of the cases to follow. The purpose is not to provide you with a detailed plan for how to attack a case, but rather to set a stone or two for the foundation of the case analysis that you will need to prepare before the case discussion. At other times lectures are stand-alone exercises unrelated to case discussions. Be prepared to participate in all classes.

**Classroom Participation Grading**
Since much of the content of this class involves cases and interactive discussion, it is important that you (i) attend class, (ii) are prepared for class, and (iii) present and defend your ideas on both a voluntary and cold-called basis. Preparation for class includes having read the assigned material and completed the required homework or case analysis. If you have prepared for class, presenting and defending your ideas should be rather easy.

In-class participation is critical and essential to business education. The quality of your arguments, not the quantity or frequency, will be stressed. I prefer you to be heard (though possibly wrong) rather than silent during class interactions. As a general rule, I would like for you to wait until you are called on to speak. If you don’t think I am calling on you enough (maybe because I am not seeing your hand), then please to let me know.

The following are some general guidelines that I use to grade class participation. If you almost never speak out in class or miss several classes without explanation, you will receive a participation grade of C or lower. If you speak occasionally but rarely say anything inspired, your participation grade will be some sort of B (depending on how “occasionally” and how well prepared you are). “Inspiration” – the path to an “A” participation grade – involves things like,
1. applying conceptual material from the readings or the lecture,
2. doing a bit of outside reading and applying it to the discussion,
3. integrating comments from previous students,
4. reaching back to something said previously in the discussion that is pertinent to the discussion at the moment,
5. taking substantive issue with a classmate’s analysis,
6. pulling together material from several places in the case and readings,
7. drawing parallels from previous cases and readings,
8. tying in briefly an experience you have had that is relevant to the discussion,
9. generally demonstrating that you have carefully read the case and readings and given them careful thought, or
10. not dominating class discussions.

Let me clarify this further. People who want to talk all the time – classmates you might refer to affectionately as ‘airhogs’ – can be as negative as people who do not talk, maybe even more so. Therefore I want strongly discourage this behavior. If you are not sure, you can certainly email me to see what I think.

**Evaluation of Participation**

Evaluation of class participation is admittedly a subjective process, but I try to make it as objective as possible.

For my own grading purposes, I assign each student a score for every hour and a half class “period” that occurs during the semester. I score both case discussions and “lectures,” and for every period each student receives one of four scores:

- 0 – Absent from class;
- 1 – Present, but said nothing during the class period;
- 2 – Present, and said something during the class period that relates to the topic being studied; or,
- 3 – Present, and said something during the class period that relates to the topic being studied, and the instructor judges the comment to be “inspired”.

At the end of the semester I add up the scores and use them as a guide when assigning class participation grades to students.

This system has two side-effects that are particularly noteworthy. First, the quantity of a student’s class participation in a given class period has little effect on your class participation grade. A person who speaks fifteen times during a class period receives the same score as the person who speaks just once. If you have something to say during class please feel welcome to contribute to the class discussion, but do not speak in class many times in an attempt to improve one’s class participation score. You won’t.

Second, a score of zero (0) is given for all absences, regardless of the reason for the absence. While I consider it both courteous and professional to let me know in advance when you will miss class (if you can), any absence still results in a zero class participation score. I take courteous absences into account when choosing between “B” and “C” (and “D” and “F”) class participation grades, but am much less likely to do so when deciding between an “A” and a “B” class participation grade. I feel that an “A” grade in particular should be earned.

**Attendance (Attendance Policy)**

Thus, attendance is essential. Period. No distinction is made between excused and unexcused absences.

**Professionalism**

The professionalism component of your grade will be assigned on the basis of professional performance factors such as:

- Professional behavior in class, which includes behaviors such as arriving on time, not leaving early without first notifying your instructor, passing notes, talking in class, and sleeping in class.
 ✓ Maintain respect by listening attentively (*without speaking to your neighbors*) to both your instructor and your colleagues.
 ✓ Courteous interactions with the instructor, both in and out of the classroom.
 ✓ Courteous interactions with other students while both in and out of the classroom.
 ✓ Arrive on time for class.

If I perceive your behavior during a class period to be disruptive, you may be asked to leave the classroom. If I become aware of extremely unprofessional behavior by an individual toward classroom colleagues or the instructor, if an individual is consistently absent or tardy, or if an individual is regularly disrespectful during class meetings (too much talking with neighbors), then that will clearly have an effect on the professionalism component of their grade.

In a sense, the professionalism component is like a performance appraisal; everything you do (or do not do) creates an impression. Your faculty’s impressions of you form the basis of your professionalism score. Typically, as individuals who are completing business education, I would expect your professionalism to be very high. And truly, I hope there are no exceptions, but that is entirely up to you.

**Please note:** I expect students to behave professionally, and all students begin with a perfect score. Constructive class participation therefore has no effect on your grade; however, poor professionalism reduces your grade. For example, suppose you have earned a perfect score for your fabulous class participation. It is quite possible for extremely poor professionalism to erase all those points you’ve earned for class participation and result in a final score of zero (0) for class participation/professionalism.

**Ethical Considerations**

Or … *do not inappropriately discuss cases with fellow students.*

The educational value that you will derive from case discussions is maximized if you enter the classroom without information about issues identified and solutions discussed in other classes. Thus, do not discuss the case with someone who has already taken the course and/or discussed the case in another class, and once you have completed this class don’t discuss cases with those attempting to do so during later semesters. I consider this behavior not only to be highly unprofessional and dishonorable but also unethical and an example of Academic Dishonesty (see below). While I strongly encourage you to discuss case issues with your classmates (i.e., in the same class) both before and after class, you should only do so if:

1. you have not been instructed otherwise, and
2. the student with whom you are discussing the case is “on your level” (i.e., neither of you have had the case in class, or both of you have the case in class).

**Really, it’s simple.** 1. Do not ask students from prior semesters for help on cases. 2. Do not help students with their cases after you have taken the class. 3. Do not copy the work of other groups on your cases. While it is perfectly OK to talk with other students in the class about cases, it is wholly inappropriate to turn some or all of another group’s work. The Academic Dishonesty section of this syllabus describes the outcomes of this behavior.

**Examination Retention**

Examinations and other graded documents will be returned for your inspection in class as soon as they are graded. Controlled documents will be returned to me and stored in my office. The documents will remain in my office and be available for your further inspection for the duration of the semester in which they were administered. Thereafter the documents will be destroyed, unless the document is under protest at that time. It is your responsibility to resolve any questions or disputes about these documents and their grading before their destruction; otherwise, I will assume you have waived your right of protest and will destroy the documents.

**Late Work**

As a general policy, late assignments will not be graded and makeup exams will not be given; therefore, if you need to be absent, please let me know in advance and hand in your work early.
The goal is to schedule your work and submit it on time. How many times will you be able to miss deadlines when you are at work (that is, before you are “let go”)?

**Disclaimer**

Please note that the course schedule outlined in the class schedule is tentative. The plan will serve as the basic framework of the course; however, there may be additions and/or revisions made to this plan as the course proceeds. Any changes made to the course schedule will be announced in class and/or via email in advance.

University guidelines will be adhered to for items of policy not mentioned in this statement, some of which are found below.

**University Policies**

University policies and additional information that must appear in each course syllabus can be found in the link below, and on Blackboard.

### Acct 2302: Principles of Managerial Accounting
### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17</td>
<td>T</td>
<td>Managerial Accounting: An Overview (Ethics included)</td>
<td></td>
</tr>
<tr>
<td>Jan. 19</td>
<td>R</td>
<td>Basic Cost Terms and Concepts (and Cost Flows)most</td>
<td>Do This At Home [see p. 7 of Handy Handbook] (15 points)</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>T</td>
<td>Cost Flows (continued ...)</td>
<td>PC Builders, Inc. In-Focus, Inc. Kansas City’s Costs Abel’s Tables (15 points)</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>R</td>
<td>Cost-Volume-Profit Relationships</td>
<td>Hannibal Company Ackbar Aviation, Inc. (15 points)</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>T</td>
<td>C-V-P (continued …)</td>
<td></td>
</tr>
<tr>
<td>Feb. 2</td>
<td>R</td>
<td>Differential Analysis (Relevant Costs)</td>
<td>Spacely Sprockets Rock Ridge Rafting The Hat Source Smith’s Billiards Emporium (15 points)</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>T</td>
<td>In Class Assignment [Dr. Livingroom, I Presume]</td>
<td>-- 20 points --</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>R</td>
<td>Review for Exam</td>
<td>Soapy Inc. Racer Corporation Monte Pizza Pezley Company Mighty Machine Keokuk Corn Trail Blazers, Inc. (15 points)</td>
</tr>
<tr>
<td>Feb. 14</td>
<td>T</td>
<td><strong>EXAM 1</strong> <em>(Chapters 1, 5, 6 and 7)</em></td>
<td>(150 points)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Homework</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Feb. 16</td>
<td>R</td>
<td>Job-Order Costing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(The Allocation of Overhead)</td>
<td></td>
</tr>
<tr>
<td>Feb. 21</td>
<td>T</td>
<td>Job-Order Costing</td>
<td>Job-Order vs. Process Costing</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ezio Manufacturing Company</td>
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<td></td>
<td></td>
<td></td>
<td>Lightbulb Sun, Inc.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Trapp Company</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>R</td>
<td>Activity-Based Costing</td>
<td>Picket Products Company</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Occam’s Razor Company</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Huggie Company</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(15 points)</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>T</td>
<td>Process Costing</td>
<td>River Rapids, Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Weighted-Average Method Only)</td>
<td>Quality Computer Co.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Becker Corporation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(15 points)</td>
</tr>
<tr>
<td>Mar. 1</td>
<td>R</td>
<td>Review for Exam</td>
<td>Lazy River Beds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Warbear Donut Co.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Fesenmeyer Fisheries</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(15 points)</td>
</tr>
<tr>
<td>Mar. 7</td>
<td>T</td>
<td>EXAM 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(150 points)</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>R</td>
<td>Cost Behavior</td>
<td></td>
</tr>
<tr>
<td>Mar. 13</td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>– to –</td>
<td></td>
<td>(Um, No Class)</td>
<td></td>
</tr>
<tr>
<td>Mar. 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Homework</td>
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<td>------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar. 21</td>
<td>T</td>
<td>Regression Analysis Using Microsoft Excel</td>
<td>Assignment made during previous class period due TODAY (15 points)</td>
</tr>
<tr>
<td>Mar. 23</td>
<td>R</td>
<td>Variable Costing</td>
<td>Wally’s Windows Virtual Storage, Inc. Pace Piping Bluth Bananas (15 points)</td>
</tr>
<tr>
<td>Mar. 28</td>
<td>T</td>
<td>Budgeting (Profit Planning)</td>
<td>Banner Company Pro Shop Auto Company Health Junkies Company (15 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In Class Assignment [Today] (15 points)</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>R</td>
<td>Budgeting (continued …)</td>
<td></td>
</tr>
<tr>
<td>Apr. 4</td>
<td>T</td>
<td>Review for Exam</td>
<td>Audra, Ink (A) Audra, Ink (B) Audra, Ink (C) Audra, Ink (D) Audra, Ink (E) Audra, Ink (F) Audra, Ink (G) Audra, Ink (H) Audra, Ink (I) Audra, Ink (J) Audra, Ink (K) Audra, Ink (L) (20 points)</td>
</tr>
<tr>
<td>Apr. 6</td>
<td>R</td>
<td>EXAM 3</td>
<td>(150 points)</td>
</tr>
</tbody>
</table>
## Acct 2302: Principles of Managerial Accounting
### Class Schedule (Continued…)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 11</td>
<td>T</td>
<td>Standard Costs and Variances</td>
<td></td>
</tr>
</tbody>
</table>
| Apr. 13  | R   | Standard Costs (continued …)              | *Fett Bounty Hunting*  
*Tosche Power Station*  
*Molly’s Cupcakes*  
*New England Inc.*  
(15 points) |
| Apr. 18  | T   | Capital Budgeting                         |                                                                          |
| Apr. 20  | R   | Cost of Quality                           | *Joe’s Crab Shack*  
*Barrett Company*  
*Tatooine Farming*  
*Geth Technologies*  
*Prothean Beacons*  
*Bro Bottlers Company*  
*Big Show Company*  
*Clunker Company*  
(15 points) |
| Apr. 25  | T   | Review for Exam                           | *Ensign Company*  
*Tempelton Corporation*  
*Susan Circuitry*  
*Tricell, Ltd.*  
(15 points) |
| Apr. 27  | R   | NO CLASS                                  |                                                                          |
| May 2    | T   | The **FINAL EXAM** for the               |                                                                          |
|          |     | 11:00 PM – 12:20 PM Section               |                                                                          |
|          |     | is **11:00 AM to 1:00 PM**                |                                                                          |
|          |     | [To be confirmed when Final Exam Schedule is published] |                                                                          |