THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF BUSINESS
AND TECHNOLOGY

COURSE SYLLABUS [SPRING 2017]
ACCT 3315: COST ACCOUNTING

Section 01
Class Days: Tuesday and Thursday
Class Time: 2:00 – 3:20 PM
Class Room: [somewhere]

Instructor: Dr. Nicholas J. Fessler, CMA, CPA
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Office: BUS 154A
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Office Hours: Tuesday and Thursday 12:30 – 1:45 PM, 3:30 – 5:00 PM,
and by appointment

TEXT AND SUPPLEMENTS:

Required Materials:
Available at the UT Tyler Bookstore.
Calculator – with financial functions (e.g., NPV, etc.)

Optional/Supplemental Materials:
See Blackboard.

COURSE DESCRIPTION:

Accounting for manufacturing operations; emphasis on standard costing, process costing and relevant analysis for decision-making.

Prerequisites: Principles of Managerial Accounting (ACCT 2302)
COURSE OBJECTIVES OF THIS COURSE INCLUDE:

Students in this course will be able to:

A. Understand the concept of cost allocation and the relationship between activities and costs.
B. Understand the principles of cost behavior and cost-volume-profit relationships.
C. Understand the principles of budgeting.
D. Understand variances/standard costing
E. Understand the differences between how variable costing and absorption costing income is calculated.
F. Understand the relevancy of costs for decision making.
G. Understand how to use accounting information for planning and decision making.
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. Principles of Managerial Accounting is a prerequisite of this course, and I hope you remember some of what you learned in both of your accounting Principles courses.

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 PEEVES

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>200</td>
</tr>
<tr>
<td>Exam 2</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>300</td>
</tr>
<tr>
<td>Homework</td>
<td>150</td>
</tr>
<tr>
<td>Excel Competency</td>
<td>50</td>
</tr>
<tr>
<td>Participation/Professionalism</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,000</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’s 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**
Three 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 and 2 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.

To simulate the conditions of the Certified Management Accountant and Certified Public Accountant examinations, all exams in this course will be closed-book and will allow and encourage the use of a simple calculator. 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 your scores on homework assignments, in-class assignments, and case write-ups. *Your homework 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. Points earned on case assignments and in-class assignments will be included in your homework score. Your homework grade will be the total of your points, with a maximum as listed in the Grading System. That is, you can accumulate up to a maximum number of points. However, more than this maximum number points of homework will be collected during the semester, 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.

**Case Discussions**

**Professor’s Role/Responsibilities.** During some of the class periods we will be discussing cases that illustrate the link between accounting information and managerial decision-making. My role in the case classes is to help facilitate discussion. In part, I serve as a recording secretary, clarifier, and questioner in order to help you present and develop your ideas. My primary role is to manage the class process and to assure that the class achieves an understanding of the case situation. My objective is never to embarrass you but to challenge and help you refine your thinking and analysis. Clearly, for most cases, there is no single correct solution to any of the case issues. There are, however, a lot of wrong solutions. There are also solutions that are inadequately supported with analysis, and there are solutions and analyses that are ineffective because they are not presented in an orderly and persuasive fashion. We should work together to see to it that each class session is a lively, stimulating, and an intellectually rewarding venture in learning.

**Students’ Role/Responsibilities.** In order to learn from a case, you must mentally get inside the case situation. Do not approach a case as you would a chapter in a book or an article in a magazine. You are not an observer
but a participant. If a case centers on a decision that needs to be made, put yourself in the shoes of the decision maker. Feel the frustration he or she feels with respect to the data limitations. Feel the pressures that he or she feels with respect to difficult tradeoffs, limited resources, political conflicts, customer complaints, etc.

The selected cases represent broad organizational situations and encompass many facets of a company's accounting, financial, information, marketing, and operations systems. In some instances, the case situation may indicate good management practices and your analysis should be aimed at understanding what makes the system work well and what additional ideas would make the system work even better. Other cases may allow you the opportunity to first find the problem and then offer a solution. Still others may present a weak or failed system and the purpose is to learn from the failures. Your class preparation should ensure your understanding of the situation and the data in the case, the industry in which a company competes, roles of the individuals involved, and the essential questions that must be answered based on the situation.

I suggest that you begin by reading the case on your own to try to identify the problem, the major issues, and some solution alternatives. Next, I would strongly suggest that you discuss the case with colleagues currently taking this class as a sounding board for your ideas, but you should not use these individuals to “brief” you on the case. Finally, you should come to class with a plan of action for both the short and long term.

Case discussions are similar to laboratory sessions where “mistakes” are something we learn from and are not necessarily bad. Many situations do not have right and wrong answers so backing up your position with a proper analysis should be the goal.

Unless otherwise directed to do so, case discussions will be conducted based on the timeframe of the situation presented in the case. The outcomes of company actions in later years will not be helpful to developing your analytical skills. These outcomes are also not to be thought of as the “right” solution.

**Case Write-ups**
- Use bullet points
- Show calculations in tables
- Make a decision

**All cases must be completed and turned in.** If you do not turn in a case, or if you turn in a case but do not earn at least 50% of the possible points, the total value of the case will be deducted from the homework points you accumulate during the semester. For example: if you didn’t turn in a case that was worth 20 points and you earned all 100 homework points, then your final homework grade would be 180 out of 200.

**Number of group members.** Case write-ups must be completed and turned in by groups of two (2) to four (4) individuals. No more, no less. Turn in one copy of the assignment that includes all of your names. Turning in a solo case effort (without participating in a group) will yield the same point consequences as not turning in a case at all (ouch!). With rare exceptions, working with a team will improve your performance, and so I consider the team participation requirement to be very important.

**Case formatting issues.** *All case write-ups must be typed.* As a general rule, case write-ups have an absolute maximum of 2 pages (2 pieces of paper, 8 & ½ by 11 inches in size, print only one side of the paper, and don’t include a title page -- just 2 pieces of paper). However, be sure to read the Helpful Hints for more specific guidance. Please place your names at the top of the first page. I would encourage single-spacing, but be sure to use a font that is reasonably easy for me to read. The format of the document and the grammar and language used in the writing should be good enough to show to your employer. If you have any questions about your English-writing skills, I would strongly encourage you to have a friend (or two or three) read your write-up for grammar before turning it in to me. Or plan to visit the university Writing Center. I will notice grammar mistakes, and they will affect your grade. So eliminate them before I see them.
**Make a decision.** Typically, the cases require a decision to be made. Yes or no; do we or don’t we. That is your task when preparing case write-ups, to make and justify your decision. Pretend that your instructor is the person you need to convince your decision is the best one. So convince me. Don’t summarize the case for me, because I am familiar with the problem described by the case. Make a decision and explain and justify the decision. *It is helpful to open the write-up with a clearly-stated decision and then to construct logic and arguments in favor of your decision.* Show me calculations in sufficient detail to demonstrate that you know what you are doing and you considered all the relevant facts.

**Tables/formatting.** Use tables to show calculations. Trying to read an explanation of a calculation, in paragraph form, is – well – painful. However, it is important to keep the content of any given table on one page. Do not allow a table to “spill over” to the next page; this makes the table very difficult to read and is not good form.

Additional Tips for Formatting Tables:
- A table should be clear enough that it can stand alone, without any other text explanation. Look in accounting textbooks for examples of tables in good form.
- Every table should have a clear title.
- Columns and Rows should have clear titles/explanations.
- Columns should be formatted so that the *decimal places* form a straight line. In other words, numbers should be right-justified, not left-justified.
- Clearly label numbers that are expressed in dollars ($).
- Include comma-formatting on numbers larger than 1,000.
- When numbers in two columns can be added to form a total, create and include a total column in the spreadsheet.

*If you have any questions about how to appropriately format the table you are creating for a case, please stop by to see me.*

**Use numbers.** Many of you might feel more comfortable examining a problem from a qualitative perspective, and that is quite all right. *However,* any decision, even one made without considering accounting information, has accounting implications. Most decisions require the use of firm resources, and then have economic consequences. All of you should consider these issues when proposing and defending your suggested course of action. How much is it going to cost, and what is the financial payoff? What is the rate of return? Is the financial payoff for your chosen course of action higher than the payoffs from other courses of action? Why? By how much? I don’t expect this cost estimation and analysis to be perfect, but I do expect you to try hard and I do expect your skills to improve as the semester progresses.

**Use bullet points.** Communication using bullet points and short paragraphs is *much* easier to read than the alternative. Titles for paragraphs can also be helpful, just as I have done here. You know what this paragraph is about, because I titled it. Even if you do not title paragraphs, each and every paragraph you write should have a *theme,* that is, something you are trying to communicate.

**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.
- Arriving **on time** to 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.

http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf
**EXCEL COMPETENCY**

The accounting department at The University of Texas at Tyler is making an effort to improve the Excel skills of its graduates. This assignment in this class is one of those efforts. Udemy is a website of online courses that can be completed on a wide variety of topics, one of which is Excel. Excel is *widely* used by accounting professionals. Your knowledge of Excel can help you gain a promotion or obtain a job. Some employers, like Brookshire’s here in Tyler, will test your Excel skills as part of the hiring process. The more you know, the better you will look to such employers, and the more likely you are to gain the job or position that you desire.

**Assignment Instructions:**

Go to the website: [www.udemy.com](http://www.udemy.com)

Search the website and purchase the course entitled: Microsoft Excel - From Beginner to Expert in 6 Hours
Course author/teacher: Todd McLeod, Faculty in Computer Science and Computer Information Tech

Cost: Approximately $25.00

1. *Complete the online course.*
2. *Take the Final Exam for the online course.*
3. Using the Snipping Tool in Windows, capture a screen shot of your Final Exam results (watch Lecture 3 for additional instructions, if needed). Be sure your Snip includes “YOUR SCORE” and the “Course Average” score.
4. Email your Final Exam results to me by the date listed below on the Class Schedule.

**Grades for the Excel Competency will be assigned as follows:**

- YOUR SCORE is 70% or greater – 100%
- YOUR SCORE is less than 70% – 50%
- You do not complete the assignment – 0%
Example of UDEMY Snip Showing “Your Score”

Great job! You are ready to move on to the next lecture.

You got 54 out of 54 correct on the first attempt.

- What you know

  All formulas begin with what symbol?

  To make a reference absolute, which symbol do you use?

  Which of the following is a correct cell address?

  Which of the following is the correct notation for a range?

  What do "macros" enable you to do?
CASES

**Required for all cases:**
In groups of two (2) to four (4) students (*groups must be composed entirely of students in your accounting class*), turn in a typed summary of your analysis and recommendations (*everything you turn in must be typed*). See below for page limits.

*Over-land Trucking and Freight*

Over-land Trucking is considering expanding their operations, and you are going to help them with their decision.

HELPFUL HINTS:
1. *For this case only*, you may use as many sheets of paper as you wish. Be sure to answer all the questions.
2. Note that there is an error in Exhibit 1: Total Fixed Expenses is mislabeled as “Total Variable”.

*The Buckeye National Bank*

This case is set in a bank, where we see that cost concepts we have learned can also be applied to service industries.

HELPFUL HINTS:
*For this case only*, turn in as many pages as you would like. Be sure to answer all the questions.

*Tata Travel Trailers*

The key features of the new model of the organization are that it is networked, flat, flexible, and diverse, supplanting the old, which is specialized, individualized, formal, standardized, and with set boundaries and borders. Consistent with the new model of the organization, effective budgeting should promote communication, coordination and cross-functional problem solving. Budgeting should create value and not be an internal struggle for resources and priority. What is occurring at Tata?

HELPFUL HINTS:
*For this case only*, turn in as many pages as you would like; I would expect about six (one or two for each set of budgets, maybe one more with text discussing problems). Make it look good, even if you feel the content may be – well – a little less than stellar.

*A Declaration of War: A Case of Competition in the Video Game Industry*

This case is an exploration of the business side of the video game industry.

HELPFUL HINTS:
1. *For this case only*, you may use as many sheets of paper as you wish.
2. Be thoughtful and effortful. You are getting better at this stuff than you may realize, and this case is your last opportunity to "show off" how much you have learned this semester. Please do so ....
CASES

Required for all cases:
In groups of two (2) to four (4) students (groups must be composed entirely of students in your accounting class), turn in a typed summary of your analysis and recommendations (everything you turn in must be typed). See below for page limits.

Graham, Inc.

This case is about whether it is better to prepare income statements using [what we would describe as] the absorption costing format or the variable costing format. This is the last opportunity you have this semester to do so, so please *show off* your case analysis skills!

HELPFUL HINTS:
1. *FOR THIS CASE ONLY*, you may use as many sheets of paper as you wish. Be sure to answer all the questions.
2. Note that in both Exhibit 1 and Exhibit 2, the Labor Manufacturing Variance of “(17,200)” should be found in the left column, immediately above “15,800”.
<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>Course Introduction, and The Accountant</td>
<td></td>
</tr>
<tr>
<td>Jan. 19</td>
<td>R</td>
<td>Basic Cost Terms (and Cost Flows)</td>
<td>Do This At Home [see p. 5 of Handy Handbook] (10 points)</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>T</td>
<td>Cost-Volume-Profit Analysis</td>
<td>Billy’s Boat Bonanza, Inc.; Duncan’s Avionics; Global, Inc.; Moore Computers; Pacific Coast Home Furnishings (10 points)</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>R</td>
<td>(C-V-P continued…)</td>
<td></td>
</tr>
<tr>
<td>Jan. 31</td>
<td>T</td>
<td>Decision Making and Relevant Information</td>
<td>Bags and More; Landis Playhouses; Green Soda; Barefoot Books (10 points)</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>R</td>
<td>Review for Exam</td>
<td></td>
</tr>
<tr>
<td>Feb. 7</td>
<td>T</td>
<td></td>
<td>Fabulous Furniture; Bohr, Inc.; Pauley’s Parts Company; Gilligan’s Boat Rentals; Earl Corporation; Stewart Company; Gamers, Inc.; Foster’s Bar-B-Que; Johnson County Senior Services (10 points)</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>R</td>
<td>Job Costing (The Allocation of Overhead)</td>
<td></td>
</tr>
<tr>
<td>Feb. 14</td>
<td>T</td>
<td>Case 1: OVER-LAND TRUCKING AND FREIGHT (Relevant Costs)</td>
<td>Case Write-up (25 points)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Homework</td>
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<tr>
<td>Feb. 16</td>
<td>R</td>
<td>Job Costing</td>
<td>Axiom Products; Holman Company; Everything Incorporated (10 points)</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>T</td>
<td>Job Costing (and Activity-Based Costing)</td>
<td>Marshall Props Unlimited; Oatman Company (10 points)</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>R</td>
<td>Activity-Based Costing and Activity-Based Management (through the eyes of Gary Cokins)</td>
<td>Greasy Hands; HBM Industries; Cheetah Company; Knob Noster Hospital (10 points)</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>T</td>
<td>Process Costing</td>
<td></td>
</tr>
<tr>
<td>Mar. 2</td>
<td>R</td>
<td>Master Budget and Responsibility Accounting</td>
<td>Brother’s Bakery (A); Brother’s Bakery (B); Pipes Company; Edwards, Inc. (10 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In class assignment (5 points)</td>
</tr>
<tr>
<td>Mar. 7</td>
<td>T</td>
<td>Review for Exam</td>
<td></td>
</tr>
<tr>
<td>Mar. 9</td>
<td>R</td>
<td></td>
<td>Cyclone Company; Penner Corporation; Kit Incorporated; CMSU Who (10 points)</td>
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<td></td>
<td></td>
<td></td>
<td>(200 points)</td>
</tr>
<tr>
<td>Mar. 13</td>
<td>T</td>
<td>SPRING BREAK (um, no class)</td>
<td></td>
</tr>
<tr>
<td>Mar. 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 21</td>
<td>T</td>
<td>Standard Costing: Direct Materials and Direct Labor</td>
<td></td>
</tr>
<tr>
<td>Mar. 23</td>
<td>R</td>
<td>Standard Costing: Factory Overhead (Variable Overhead and Fixed Overhead)</td>
<td></td>
</tr>
</tbody>
</table>
### ACCT 3315: Cost Accounting
#### Class Schedule (Continued…)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 28</td>
<td>T</td>
<td>Case 2: THE BUCKEYE NATIONAL BANK (Job Costing and ABC)</td>
<td>Case Write-up (25 points)</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>R</td>
<td>(continued…)</td>
<td>Shockey Company; Wabash Cannonball; KSU Company; Creamed Cornhusker, Inc. (10 points)</td>
</tr>
<tr>
<td>Apr. 4</td>
<td>T</td>
<td>Cost Allocation for Joint Products and By-Products – In Class 2: GMP –</td>
<td>Beachside Industries (A); Beachside Industries (B); Big League, Inc. (10 points) In class assignment (5 points)</td>
</tr>
<tr>
<td>Apr. 6</td>
<td>R</td>
<td>Absorption/Variable Costing (Management Control and Strategic Performance Measurement)</td>
<td>Spartan, Inc.; Carolina Corp.; Soap ‘N Suds, Inc. (10 points)</td>
</tr>
<tr>
<td>Apr. 11</td>
<td>T</td>
<td>Responsibility Accounting and Transfer Pricing in Decentralized Organizations – In Class 3: TP, INC. –</td>
<td>Rocky Mountain Bicycle Club; Georgetown, Inc.; Grover Manufacturing (10 points) In class assignment (5 points)</td>
</tr>
<tr>
<td>Apr. 13</td>
<td>R</td>
<td>The Cost of Unethical Behavior</td>
<td>Zephyr Company; Rainbow, Inc; Cardinal Manufacturing (10 points)</td>
</tr>
</tbody>
</table>
**ACCT 3315: Cost Accounting**  
Class Schedule (Continued…)

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<tbody>
<tr>
<td>Apr. 18</td>
<td>T</td>
<td>Case 3: GRAHAM, INC.</td>
<td>Case Write-up (25 points)</td>
</tr>
<tr>
<td>Apr. 20</td>
<td>R</td>
<td>Review for Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
| Apr. 24 | M   | *Before 8 AM*  
Excel Competency must be completed and Excel course final exam results emailed to your instructor |   |
| Apr. 25 | T   | NO CLASS |   |
| Apr. 27 | R   | NO CLASS |   |
| May 2  | T   | FINAL EXAM (2:00 – 4:00 PM)  
(Cumulative)  
[To be confirmed when Final Exam Schedule is published] | (300 points) |