

## **Business 2257**

### **Accounting and Business Analysis**

#### **CONTACT INFORMATION**

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#### **CLASS INFORMATION**

A series of video lectures will be released per unit and can be viewed asynchronously.

However, several discussion meetings will be held via Zoom. These will be scheduled on Tuesdays for section 530 and Thursdays for section 531 between 6-9 pm EST.

Students must have a viable Internet connection that is able to support programs like Zoom and must be able to attend remote discussions during these set times. Students

This course presumes no prior knowledge of business administration. It is required by other faculties for some of their programs and is the only university prerequisite for entrance into the Undergraduate Business Program (HBA) at Ivey Business School.

#### **LEARNING OUTCOMES**

1. Have a functioning use of accounting principles to apply to new accounting problems.
2. Be able to record a company's daily events using debits and credits.
3. Be able to reconcile company's bank records and financial statements.
4. Understand the concept of accrual accounting and be able to adjust a company's accounting events at fiscal year.
5. Use accounting techniques to track events involving sales, expenses, assets, leases, manufacturing or merchandise inventory, stocks, bonds and trading investments.
6. Develop financial literacy to interpret financial statements including preparing statements of cash flow and ratios.
7. Use cost behavior patterns to make predictive decisions.
8. Develop projections of financial statements based on decisions and choices.
9. Create and interpret cash budgets.
10. Use a variety of skills including differentials to understand the financial aspect of a decision.

#### **COURSE TIMETABLE**

The course timetable can be found on the Business 2257 OWL site.

#### **BUSINESS 2257 PREREQUISITE**

The prerequisite for Business 2257 is five credits. Unless you have either the requisites for this course or written special permission from the department to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

#### **COURSE OBJECTIVES**

1. Introduce students to the current methods used in developing financial statements.
2. Provide students with an introduction to the analytical management tools that assist business decision-making.
3. Increase problem-solving capabilities.
4. Provide a common base of knowledge as a building block for the first year of the Undergraduate Business Program.
5. Provide a foundation of business knowledge as required for various other degree programs at Western (e.g., Management and Organizational Studies [MOS]).

In summary, students will leave Business 2257 better equipped for problem-solving, whether in business or other organizations. In addition, verbal and written communication skills will be improved.

Students will understand why and how accounting principles are used to develop financial statements, learn basic analytical techniques, gain a better understanding of the workings of small business, and appreciate the difficulties involved in making decisions using incomplete or imperfect information.

### **COURSE STRUCTURE AND CONTENT**

The course is divided into two segments: the first segment deals with the preparation of financial statements; the second segment focuses on the analysis of quantitative and qualitative data needed to make business decisions.

#### **The Preparation of Financial Statements Segment (First Half)**

Generally accepted accounting methods of presenting the financial condition and performance of a firm will be outlined and discussed in a series of questions, exercises, problems and cases. In addition to manipulating, correcting and summarizing data to produce financial statements (balance sheet, income statement, etc.), students will be expected to recognize the uses and limitations of these statements.

Analysis and recording of accounting transactions using the T-account system will be the primary tool used in this segment of the course.

#### **The Business Analysis and Managerial Accounting Segment (Second Half)**

This portion of the course emphasizes the interpretation and use of the accounting information developed in the first half. From the decision-maker's perspective, students are expected to analyze the financial and non-financial aspects of a given firm and to evaluate future courses of action. This material is more subjective than the preceding half and requires students to make decisions using incomplete and imperfect information. The second half uses primarily cases based on small- to medium-sized businesses, as teaching vehicles, for applying the following concepts.

#### Business Planning

1. **Cost Behaviour**  
This section involves the classification of costs according to their behaviour with respect to the sales volume of a firm. Such analysis is useful for preparing financial projections and budgets, controlling and monitoring performance, and making operating decisions. An understanding of cost behaviour is fundamental to quantitative analysis in the second half.
2. **Marketing Management**  
The basic tenets around how to establish a marketing strategy are studied to understand the "fit" between a product or service and its intended consumers.
3. **Cash Management**  
This section is divided into two segments—past and future. The statement of cash flows (past) helps answer questions about cash usage and cash sources during the past accounting period. The cash budget (future) is a tool used in forecasting cash needs and surpluses in order to help manage a firm's cash position
4. **Financial Management and Planning**  
This section introduces ratio analysis and projected financial statements. These tools enable a manager to assess the financial condition of a firm, plan for future financing needs, and choose the appropriate financing sources.

#### Managerial Accounting

Cost-volume classifications, overhead allocation rates and risk/return analysis, addressed earlier in the course, are used again as analytical tools when making decisions, such as the setting of retail selling prices, evaluating sub-unit performance, and assessing short-term opportunities—the differential cash flow model.

#### Comprehensive Cases

The course will conclude with comprehensive cases that integrate the material covered in the second half.

**Note: Class assignment schedules are posted on the Business 2257 OWL site.**

### Group Report

In lieu of the feasibility study, a group report will be assigned. Students will receive a business idea with some information pre-researched for them. The group will take the information and research any additional details to complete a feasibility report for the assigned idea.

### **COURSE MATERIALS**

1. Financial Accounting: Tools for Business Decision-Making, 7th Canadian Edition WileyPLUS Text Author: Kimmel ISBN 9781119492900
2. *Casebook: Business 2257 Intersession 2020 Casebook.*<sup>1</sup>
3. Super-T Worksheets.

### **TEACHING METHODOLOGY AND EXPECTATIONS**

This course is taught primarily by the case method, which requires a much greater involvement of students than does the traditional lecture method. Students are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, listening to others during class discussions and engaging in Zoom meeting discussions. Collective reasoning and discovery are critical to the successful application of the case method. *Prior to any case discussion, engaging in discussions with (or examining notes from) others who may have already experienced the case class is a clear violation of our norms.*

The workload for this course is heavy and students spend a considerable amount of time in preparing for each session since emphasis is upon day-to-day preparation for each class. Students have consistently rated Business 2257 as one of the heaviest courses of the second year.

The following details the recommend methodology for completing each unit.

- A. Review introductory reading material, introductory video lectures and ask questions during introductory Zoom discussion.
- B. Complete a case for the unit at home before reviewing the material.
- C. Watch the video lecture corresponding to that case.
- D. Attend the Zoom discussion session corresponding to the case.
- E. Repeat for each case in the schedule.
- F. Complete the assigned testing point for the unit.

### **Attendance**

Attendance at all Zoom sessions in this course is expected; however, circumstances may arise which make it impossible for you to attend. For example, if you are unable to attend due to health-related reasons, you are expected to **notify your instructor**. Under University regulations, your instructor can determine at what point absenteeism has become excessive and thus can prevent you from passing the course. Business 2257 will adhere to the following ruling as stated in the Academic Calendar:

Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Dean who may prevent you from writing the final exam, thus preventing you from passing the course. **At the discretion of the instructor, any student who misses more than 25% of scheduled classes will receive a class contribution grade of 0 out of 10 for the course.**

### **Appointments**

If you wish to meet with me via zoom, send a request to [amill64@uwo.ca](mailto:amill64@uwo.ca)

### **Evaluation**

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<sup>1</sup> The course casebook and handouts are protected under copyright law and are considered mandatory fees by UWO Senate and the Board of Governors.

Test Maybe held on weekends, Outside of class hours.

Students are evaluated through a series of written tests, written reports and daily classroom contributions. Not all material that the student is expected to understand will be explicitly covered in lectures and discussions. Most of the evaluation is based upon written tests and a final examination, which assess students' analytical capabilities and grasp of the concepts taught in the course. Specifically, the following weightings of the requirements are as follows:

Testing Points:	Date:	Learning Outcome:	Brescia Outcome:	Weights
Midterm Test	May 28 <sup>th</sup>	1	Communication and problem solving	20%
Midyear Test	June 25 <sup>th</sup>	1	Communication and problem solving	25%
Group Report*	July 16 <sup>th</sup>	2-6	Communication, Inquiry & analysis and problem solving	20%
Final Exam	July 30 <sup>th</sup>	2-4	Inquiry & analysis and problem solving	25%
Participation	In Zoom Discussions	6	Communication	10%

**Online testing**

The midterm and midyear tests will consist of a series of multiple choice and short answer questions based on several cases. These will be held over OWL and will have short time limits for completion. It is important that students have access to stable Internet connections, the Zoom application and Microsoft word to be able to complete the course.

*\*Ten marks (of 100) of the written report mark will be deducted for the first 24 hours during which the report is late. Ten marks (of 100) of the written report mark will be deducted for the second 24 hours during which the report is late. Late reports must be submitted during administrative office hours (9:00 a.m. to 3:00 p.m.). There are no exceptions. Reports exceeding the word limit will be subject to a penalty of 10 marks (of 100) of the written report mark. A 10% penalty of the report's worth will be applied if the word count is exceeded and a 10% penalty of the report's worth will be applied if the number of exhibits is exceeded. Students should consult their instructors if they have any doubts regarding penalties.*

*If it is brought to the attention of an instructor that a student has not contributed sufficiently to the group report, the student may receive a grade penalty. This grade penalty will be at the discretion of the instructor and may be based on feedback received from other group members.*

*\*Students may not pay any person or tutorial service, workshop or other organization for assistance or advice in researching or writing the group report.*

*†Contribution by each and every student is a cornerstone of any effective case method learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students' contributions to this course is initiated through thorough class preparation. Cases should be analyzed, related to readings, lectures and experience. Contribution is expected to be relevant to the current discussion and includes answering questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Students should be prepared to start the class, lead the discussion, develop agendas and suggest topics of importance. Just as important is listening attentively to your classmates and critiquing ideas constructively.*

All components of evaluation (exams and the group report as noted above) must be completed for students to be eligible for a passing grade in the course. **Students must pass at least one of the following individual timed testing points to be eligible to receive a passing grade: midterm test, midyear test, or final examination.** There will be no reweighting of components within the course.

**MAKE UP EXAMS**

Due to the case-based nature of exams in this course, make up exams will be administered at the next time a testing point is available for this course, i.e. during regular sessions September – April. Special examinations will not be given.

**UNIVERSITY RESOURCES**

The website for the Office of the Registrar is <http://www.registrar.uwo.ca/>. Students may also wish to contact Student Development Services at <http://www.sdc.uwo.ca/>.

**LEARNING OUTCOMES & BRESCIA CORE COMPETENCIES**

**1. Have a functioning use of accounting principles to apply to new accounting problems.**

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					

**2. Be able to record a company's daily events using debits and credits.**

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					

**3. Be able to reconcile company's bank records and financial statements.**

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					

**4. Understand the concept of accrual accounting and be able to adjust a company's accounting events at fiscal year end.**

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					

**5. Use accounting techniques to track events involving sales, expenses, assets, leases, manufacturing or merchandise inventory, stocks, bonds and trading investments.**

Brescia Competency:	Communicating Ideas	Interpersonal Communication	Critical Thinking	Inquiry & Analysis	Information literacy	Problem Solving	Self Awareness & Development:			Social Engagement	Valuing
							Affective	Cognitive	Personal		
	X		X	X	X	X					



## 2020 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html> )

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

#### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html> )

#### 6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).



Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## 7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for information including a complete list of options about how to obtain help.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.