

**College of the Holy Cross**  
**ACCT 390 Advanced Accounting**  
**Syllabus Spring 2021**

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**Required Course Materials:**

*Advanced Accounting*, 4th edition, 2020, Robert F. Halsey and Patrick E. Hopkins, Cambridge Business Publishers.

A subscription to myBusinessCourse to access required homework problems. The subscription is included with eBooks and new print copies of the text. Otherwise, the subscription costs \$65. Your subscription must be affiliated with this course by using the following section ID: 1039-8901-6412. To register for myBusinessCourse affiliated with this course, enter <https://mybusinesscourse.com/?code=1039-8901-6412> into your browser. Additional detailed instructions are included in a linked PDF available in Canvas.

Readings and Exercises posted to Canvas.

**Meeting time and location:**

TR 9:45-11:00  
Stein Hall 217 zoom: <https://holycross.zoom.us/j/93743009032?pwd=dDlrQ081M3A1bllkcm5nSUtUN1Fxdz09>

Lectures will be recorded and made available to students registered for this class on Canvas. Duplication or redistribution of video capture recordings by any other party without the consent of the course instructor is prohibited.

**Course description:**

Covers advanced problems relating to partnership formation, operation and liquidation; a study of corporate business combinations and consolidated financial statements under the acquisition method; other accounting topics such as accounting for derivatives and foreign currency transactions, consolidation of foreign subsidiaries and segment reporting.

**Course objectives:**

ACCT 390 is the third of a three-course sequence (ACCT 277, 278, and 390) dealing with financial reporting to external users.

The objective of the course is to assist you in learning how to prepare and use financial statement information related to mergers, consolidation, and corporate structure change, foreign currencies, derivatives and hedging, segment reporting and partnerships. To achieve this objective, we will consider theoretical, procedural, and practical issues in each of these areas. We will primarily focus on the preparation of financial statements. However, because financial accounting is a means of communicating information about an entity to present and potential investors and creditors, we also will consider the interpretation of financial statements. In addition, we end the semester with a transaction-analysis group project in which we consider stock-price and performance data for an actual M&A transaction.

Based on past experience, class attendance and systematic and timely completion of homework and other practice problems is the best predictor of performance in any accounting course. If you keep up with the reading, do each day's pre-class work before coming to class, do the homework, ask questions, and have a positive attitude, you will have a successful semester.

**Statement of Expected Learning Outcomes:**

Upon successful completion of this course, students should be able to analyze economic events and transactions to prepare accounting entries and financial statements using appropriate accounting concepts, principles, and techniques. More specifically, students should be able to account for economic events and transactions related to:

- Investment accounting,
- business combinations,
- preparation of consolidated financial statements,
- variable interest entities,
- foreign-currency transactions and translation,
- hedging and derivatives,
- segment reporting,
- goodwill allocation/impairment, and
- partnership formation/dissolution

The course objectives, learning outcomes and semester-long group project support College learning goals 1 and 2, Accounting major learning goals 1, 3 and 4 and College Writing Goals 2 and 5. A complete listing of the learning goals and expected student learning outcomes for the College, major and writing can be found at the end of the syllabus.

**Course format:**

Advance preparation is an important determinant of the comprehension and retention of fundamental concepts in complex, technical courses. To increase the likelihood students will prepare for at least a subset of the class meetings, I reserve the right to cold call any student in class at any time. I will monitor students' attendance and participation. In general, students who attend class also tend to work harder on the material outside the classroom. In addition, in-class participation is a great way to provide evidence you are engaged with the class material. At a minimum, all students should make a reasonable attempt at completing the advance preparation for each class session. The advance preparation will increase the chance you retain something meaningful from any given class period. Please note this does not mean I expect students to have correct answers for the pre-class preparation. However, it does mean students should have attempted most of the assigned pre-class exercises, should be familiar with the basic facts in the pre-class exercises, and should be prepared to discuss their answers. Students should bring to each class written or printed evidence of their attempts at the pre-class exercises.

**Assessment and grading:**

There are five components to your grade: (1) post-class homework, (2) five equally weighted quizzes, (3) a transaction analysis project, (4) three case analyses and (5) my assessment of your attendance, participation and engagement. I discuss each of these components in the following paragraphs and summarize their relative weights in the following table.

Post-Class Homework: We will use the “myBusinessCourse” (MBC) site to administer post-class homework problems. These problems are strictly “effort based” in that the MBC system will allow students to re-do the assigned problems as many times as the student wishes until the correct answer is obtained. After an incorrect answer is submitted, the MBC system will change the amounts presented in the problem for the next attempt. Each student in the course must submit her/his own answers; however, students are allowed to work with other students in attempting the problems. The point of this is to give you practice in mastering the course content. As an extra inducement for you to take this seriously, approximately 20% of the points on each quiz will be based on these assigned post-class homework questions.

Quizzes: We will have five quizzes during the semester. The material covered on the quizzes will be taken from all assigned resources, including assigned readings, assigned post-class homework and pre-class exercises not explicitly discussed during class sessions. Because of the nature of some of the material covered in the class, the majority of the quizzes are cumulative.

**Accounting Research Cases:** You will be assigned three cases during the semester. The cases will require you to apply course concepts to specific transactions that involve uncertainty and multiple acceptable accounting alternatives. The objectives of the cases are for you to develop research skills by using the Codification, improve your critical thinking skills by evaluating potential accounting alternatives and demonstrate your oral and written communication skills. Students will submit two written case analyses and make one oral presentation. The cases and detailed instructions will be placed on Canvas.

**Transaction Analysis Project:** You will be required to complete a Transaction Analysis Project (“TAP”) during the semester. This project will be performed in groups. The objective of the TAP is to apply the accounting theory learned in class to real world events. In completing the project, you and your group-mates will write a report evaluating the companies involved in a business combination, the stock market reaction for the business combination, the performance of the newly combined entity, and the overall success of the business combination. A separate document for TAP instructions and all TAP related documents will be posted on Canvas.

**Attendance, Preparation and Engagement:** The last component of your overall grade will be based on various factors related to the attendance, preparation and engagement you demonstrate during the semester. This component of your grade is a measure of your demonstrated commitment to learning and your demonstrated commitment to assist the learning of others in class; it includes (1) class attendance (including arriving to class on time), (2) honestly attempting the pre-class exercises before class, and (3) respectfully verbalizing your observations, opinions and questions during class. Each of these components help assure students get as much out of the class as possible. Each student starts the semester with 50 out of 100 possible points. You can lose points by failing to do item (1) and can earn points by performing according to items (2) and (3). Although, quality, rather than quantity alone, will be the focus for awarding points for item (3).

**Grading:**

Students will be evaluated based on one of the following criteria:

Preparation and Engagement		10%
Homework		10%
Quizzes (10% each)		50%
Accounting Research Cases		20%
Technical Accounting Project		10%
Total		100%

**Policy for missed classes and related materials:**

I expect students will miss class due to illness, interviews, sports competitions, or other activities or responsibilities you may have. To be fair to all students and to provide the most benefit to students when they miss a class (regardless of reason), I expect students to take the following actions prior to seeking my assistance:

- a. An absent student should independently and completely finish the readings and pre-class exercises assigned for the missed day.
- b. The absent student should arrange with a classmate to get the notes from the missed class and watch the recorded zoom lecture.
- c. The absent student should compare his/her attempt at the advance preparation material with the related material in the classmate’s notes and zoom recording. (Please note: Simply copying a classmates notes is not a sufficient investment in learning course material.)

After completing these steps, if the absent student does not understand the differences between his/her own attempt at the day’s material and the class notes provided by the classmate, I encourage the student to make an appointment with me to discuss specific items about which he/she has questions. We will most likely begin our discussion by reviewing the advance-preparation work prepared by the student

**My Expectations with Respect to E-Mail, Canvas and other Resources:**

E-Mail: I expect students to monitor their e-mail accounts. I make class announcements, corrections, and other administrative communications through e-mail.

Canvas: I will also be administering the course-resource page through the Canvas system. You will need to access Canvas to find instructions for the advance prep material for each class session. I hope to make available the material for each class session at least one week prior to the session. I will also post other course-related material (e.g., accounting standards, Excelbased consolidation templates, old midterms, etc.) on Canvas.

Other Resources: You also will be required to access other web pages and electronic databases (e.g., FASB Codification, SEC EDGAR, ABI-Inform) and use application software (e.g., Excel, Word) to fulfill certain requirements of this course.

**Integrity and Academic Honesty:**

All students are expected to adhere to the College of the Holy Cross' Academic Integrity policy. A link is provided here <https://catalog.holycross.edu/requirements-policies/academic-policies/#academicintegritytext> and on Canvas. It is each student's responsibility to be fully aware of the expectations and requirements included in the policy. To encourage compliance with the policy, each student is required to include a signed affirmation with each assignment and/or quiz submitted. The affirmation will state the following: "I have neither given nor received unauthorized aid on this deliverable." You are required to include the affirmation statement on every deliverable regardless of whether the assignment was individually prepared or prepared by a group or team of students. If the assignment is group or team-based, all members of the group or team must sign the statement. If the affirmation is missing, I will not grade the assignment. With respect to the Academic Integrity Policy and affirmation:

a. The definition of "unauthorized aid" can be murky and somewhat idiosyncratic, depending on the course or assignment. If you have any doubt about whether a resource is authorized, you are required to ask me for clarification.

b. Given the possibility of ambiguity with respect to unauthorized aid, here is some clarification. I will post to Canvas ALL materials from prior semesters of this course (e.g., copies of old exams, notes, quizzes, cases and/or homework from prior semesters) I wish for you to possess. If you (or a subset of students in the class) are in possession of any of these items from past semesters and they have not been made available to the entire class, then you have received unauthorized aid and you have violated the policy. If you are in possession of these items, you can remedy the situation by making the items immediately available to the entire class (i.e., within 24 hours of discovery). You can make these items available by requesting the items be posted on Canvas and notifying the entire class via e-mail. Please contact me for assistance in placing these items on Canvas for the class and in contacting your classmates.

c. Some of my assignments are based on cases published by universities (e.g., Harvard) or companies (e.g., Deloitte). Unless I explicitly tell you otherwise, I expressly prohibit any attempt to search for or otherwise obtain the solution to publicly available cases or class exercises via Google (or any other electronic or manual database-search protocol) or notes obtained from other individuals or organizations. Please note I am not prohibiting you from searching for (1) publicly available general interpretations of rules and regulations or (2) discussions or descriptions of empirically observed phenomena.

d. In summary, behave ethically and use sound judgment when consulting outside resources. It is likely (1) unacceptable if you seek or possess a solution key and (2) plagiarism if you represent the solution as your own. If you consulted a solution key or if you copied someone else's work, then you must clearly attribute your response to those sources to avoid the plagiarism charge. An important hallmark of ethical behavior is transparency. As a rule of thumb, you should be willing to report to your friends, peers and supervisors ALL of the steps you used (and resources you consulted) to solve a problem. Finally, if a student believes that he or she may have witnessed academic or professional misconduct, the student is expected to report that misconduct to the appropriate authority (i.e., professor, class dean or department chair).

**Other College Policies and Information:**

Excused Absence Policy

Students who are unable to attend class because of religious beliefs or due to a serious illness or personal issue should notify me as soon as possible regarding a missed class. The College policy can be found here <https://catalog.holycross.edu/requirements-policies/academic-policies/#coursepolicies>.

Student Athletes

Student athletes are responsible for communicating with me to make alternative arrangements should a class or exam be missed. The College policy does not permit students to miss class due to team practice. If you will be away when an assignment is due, it is your responsibility to submit the assignment electronically on Canvas.

Academic Accommodations

All academic accommodations for students need to be approved through the Office of Accessibility Services accessed here <https://www.holycross.edu/health-wellness-and-access/office-accessibility-services>.

Any student who feels the need for accommodation based on the impact of a disability should contact the Office of Accessibility Services to discuss support services available. Once the office receives documentation supporting the request for accommodation, the student would meet privately with Accessibility Services to discuss reasonable and appropriate accommodations. The office can be reached by calling 508-793-3693 or by visiting Hogan Campus Center, room 215A.

If you are already registered with Accessibility Services, please be sure to get your accommodation letters and deliver them to your instructors in a timely fashion. Instructors need 4-5 days advance notice to be able to facilitate the process of receiving testing accommodations.”

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as your professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, any information that you disclose that addresses sexual misconduct or relates to a prior suicide attempt or an intention to attempt suicide requires my sharing that information with those on campus who are able to provide you with necessary resources.

Following the **College’s Sexual Misconduct Policy**, I will share information about sexual misconduct with the College’s Office of Title IX Initiatives. If you would like to talk to Title IX directly, they can be reached at 508-793-3336 or [titleix@holycross.edu](mailto:titleix@holycross.edu). For more information, please visit the Sexual Respect and Title IX <https://www.holycross.edu/sexual-respect-and-title-ix> website. If you would like to discuss the matter confidentially, the following confidential resources are available to you: the Chaplains' Office <https://www.holycross.edu/faith-service/office-college-chaplains>, 508-793-2448; Counseling Center <https://www.holycross.edu/health-wellness-and-access/counseling-center>, 508-793-3363; Health Services <https://www.holycross.edu/health-services>, 508-793-2276.

Following the **College’s Suicide Protocol**, if you disclose a prior suicide attempt or an intention or plan to attempt suicide, I will share that information with the Chair of our student CARE Team, who will engage in appropriate outreach.

### **Campuswide and Department Learning Goals**

Holy Cross seeks to prepare students for a lifetime of learning and moral citizenship. They must therefore develop skills, acquire knowledge, and cultivate intellectual and moral habits that prepare them to live meaningful, purposeful lives and to assume informed, responsible roles in their families, communities, and the world.

Accordingly, we intend that our students:

1. Develop those basic skills and competencies foundational to a liberal arts education. These include the ability to think critically, write and speak clearly, read closely, evaluate and present evidence, and use information resources and technology.
2. Achieve depth competency in a major, as determined by individual departments, and attain a measure of intellectual breadth by exploring the various modes of inquiry and expression that comprise the liberal arts. These include those modes of inquiry and expression tied to the arts and humanities, the social sciences, and the natural and mathematical sciences.
3. Develop those habits of mind and life that exemplify the intellectual and moral values central to the distinctive mission and identity of Holy Cross as a Jesuit and Catholic liberal arts college. These include a commitment to the well-being of the human community and the natural world; the pursuit of a more just society; reflective engagement with matters of moral, spiritual, and religious life; and, for those who choose, an appreciation of the intellectual heritage of Catholicism.

### **Graduating accounting majors will demonstrate the ability to:**

1. understand and apply accounting concepts and theories
2. understand and apply the economic concepts and quantitative tools used by accountants in decision-making
3. communicate effectively about accounting issues and problems
4. identify and use information resources and technology to answer questions effectively
5. use their accounting training to pursue their vocations.

<https://www.holycross.edu/office-assessment-and-research/campuswide-and-department-learning-goals>

### **Writing Goals:**

Rather than adherence to a formulaic template of writing, the tradition of Jesuit education emphasizes learning to speak persuasively, to write eloquently, to argue and debate effectively, and to express oneself creatively.

Demonstrating the power of written language to shape thought and influence action, graduates of the College of the Holy Cross will be able to:

1. navigate the complexities and ambiguities of creating written discourse, demonstrating a sophistication in their ability to make intelligent, informed, and reflective choices about the form and function of writing across contexts
2. utilize writing as a medium for creative thought in order to raise questions and propose solutions to address social, scientific, and other challenges in and outside of the academy
3. develop an awareness of and appreciation for the need to be other-oriented in written communication, from both practical and ethical perspectives
4. understand how and why writing is shaped by the social context in which it is produced, read, and interpreted
5. critically and continually reflect on their own writing processes to self-assess and, when necessary, make adjustments to increase the effectiveness of their writing
6. value writing as a form of communication that allows us to develop and maintain ethical human relationships.

As evidence of writing excellence, students of the College of the Holy Cross will work toward the production of written text that:

- recognizes and addresses audience expectations
- presents a logical and coherent structure and format
- executes a style that is precise, and displays an appropriate use of language
- engages both the creative and analytical aspects of critical thinking
- proposes arguable thesis statements that capture the composition's central idea in a thoughtful and original way
- identifies and integrates appropriate evidence that fully supports claims while also demonstrating a clear and reasonable interpretation of the evidence
- exhibits an understanding of the implications of the evidence in their analysis
- reflects consideration of the ethical aspects of written communication.

[https://www.holycross.edu/sites/default/files/files/assessmentandresearch/collegewide\\_writing\\_goals\\_2020.pdf](https://www.holycross.edu/sites/default/files/files/assessmentandresearch/collegewide_writing_goals_2020.pdf)

**Course schedule: Subject to Change – Please Check Canvas for Updates**

Date	Topic/Activity	Assignment
Tues. 2/2	Introduction and Course Administration Chapter 1: Accounting for Intercorporate Investments	
Thur. 2/4	Chapter 1: Accounting for Intercorporate Investments Chapter 2: Introduction to Business Combinations and the Consolidation Process	
Tues. 2/9	Chapter 2: Introduction to Business Combinations and the Consolidation Process	
Thurs. 2/11	<b>Quiz 1 Chapters 1 and 2</b>	
Tues. 2/16	<b>Case 1</b> Chapter 3: Consolidated Financial Statements Subsequent to the Date of Acquisition	
Thurs. 2/18	Chapter 3: Consolidated Financial Statements Subsequent to the Date of Acquisition	
Tues. 2/23	Chapter 4: Consolidated Financial Statements and Intercompany transactions	<b>TAP 1</b>
Thurs. 2/25	Chapter 4: Consolidated Financial Statements and Intercompany transactions	
Tues. 3/2	<b>Quiz Chapters 3 and 4</b>	
Thurs. 3/4	Chapter 5: Consolidated Financial Statements with Less than 100% Ownership	
Tues. 3/9	Chapter 5: Consolidated Financial Statements with Less than 100% Ownership	
Thurs. 3/11	Chapter 6: Consolidation of Variable Interest Entities and Other Intercompany Investments	<b>TAP 2</b>
Tues. 3/16	Chapter 6: Consolidation of Variable Interest Entities and Other Intercompany Investments	
Thurs. 3/18	<b>Quiz Chapters 5 and 6</b>	
Tues. 3/23	<b>Case 2</b>	
Thurs. 3/25	Chapter 7: Accounting for Foreign Currency Transactions and Derivatives	
Tues. 3/30	Chapter 7: Accounting for Foreign Currency Transactions and Derivatives	
Thurs. 4/1	Break	
Tues. 4/6	Break	
Thurs. 4/8	Chapter 8: Consolidation of Foreign Subsidiaries	
Tues. 4/13	Chapter 8: Consolidation of Foreign Subsidiaries	
Thurs. 4/15	<b>Quiz Chapters 7 and 8</b>	
Tues. 4/20	Chapter 12: Segment Disclosures and Interim Financial Reporting	<b>TAP 3</b>
Thurs. 4/22	Chapter 12: Segment Disclosures and Interim Financial Reporting	
Tues. 4/27	<b>Case 3</b>	
Thurs. 4/29	Chapter 13: Accounting for Partnerships	
Tues. 5/4	Chapter 13: Accounting for Partnerships	
Thurs. 5/6	<b>Quiz Chapters 12 and 13</b>	
Final	<b>Technical Accounting Project Presentations</b>	