

ACG 5005 Syllabus Version 1

Financial Accounting

Fall 2023 (Module 1)

INSTRUCTOR: Dr. Paul Madsen

QUESTIONS: Generally, the best way to ask questions and get answers is to come to class sessions and ask them live. The second-best way is to post questions to the discussion forums on the course website (Canvas). I typically have A LOT of students taking this class at once, and it is far more efficient for Q&A to happen in a public forum, where questions and answers are visible to everyone, than in a one-on-one environment (like a conversation over email). Public Q&A also enables students to answer questions posted by other students and I encourage you to answer questions posted by your fellow students in the Canvas forums. If you are particularly helpful to your fellow students in the forums, I will reward you with bonus points for “professional conduct” (explained below).

CONTACT INFORMATION: The best way to reach me outside of class is to send an email to paulmadsen@ufl.edu. Please do your part to be informed by watching class videos, reading this syllabus, reading other instructions I give you, and checking the Canvas forums BEFORE sending me an email about how the class works. These resources are crammed full of answers to frequently asked questions.

My office is 314 Gerson Hall and my office phone number is 352-273-0221. Coming to my office outside of office hours or calling my office phone are both ineffective ways to get my help.

MEETING TIMES: (meeting dates are 8/21/2023 – 10/6/2023)

<i>Section 1 (10052):</i>	Mondays and Wednesdays	9:35 – 11:30	Hough 150
<i>Section 2 (10053):</i>	Mondays and Wednesdays	11:45 – 1:40	Hough 140
<i>Section 3 (10054 MBA):</i>	Tuesdays and Thursdays	9:35 – 11:30	Hough 140

OFFICE HOURS (Gerson Hall room 314):

- I choose the timing of office hours after conducting a poll of students to determine which office hours will work best for you. I will announce office hours in class and I will update the syllabus after students have a chance to respond to the poll and I have identified office hours that work for me and for the largest numbers of students. If you are not able to attend official office hours and need to talk to me privately, send me an email and we can set up another time to talk. The poll is available at this link: <https://forms.gle/ori1uUfyBcRfCjSu7>.

TEXTS AND OTHER MATERIALS: The official text for this course is *Fundamental Financial Accounting Concepts* (editions 8-11 are all fine) by Edmonds, McNair, and Olds (I will refer to

this book as FFAC hereafter). It is available in many forms and I encourage you to get it in whatever form you think you'll prefer. Students generally go one of four ways:

- Buy a used version of an older edition of the traditional hardbound textbook (I see them for as little as about \$6 on amazon, thriftbooks, abebooks, and ebay).
- Buy temporary access to the latest edition through "UF All Access" (about \$40-\$60).
 - Use this link to get the book through UF All Access:
<https://www.bsd.ufl.edu/allaccess>.
- Check the book out for two hours at a time from the reserves desk at Library West (two copies are available).
- Don't bother with the textbook. I don't recommend this option. However, some students have done well in the class in the past without using the textbook, relying instead on lectures, files I provide like PowerPoint slides, and the "Monopoly Accounting Instructions". This is risky. My impression is that students who can succeed without the textbook are exceptionally smart or have studied accounting before this class.

In addition to reading from the textbook, the class requires you to play the board game Monopoly® in groups of about 12 students. You will do most of this task during class time and I have copies of the game I can lend to you.

COURSE OBJECTIVES AND DESCRIPTION: I believe that real and lasting learning is driven by curiosity. It is not the only thing that can motivate learning, but it is my favorite. The problem we have in this class is that many of you don't really want to take an accounting class. You are taking it because it is required for your degree. I think a lot of you could pass an accounting class through sheer force of will, powering through hours of dull memorization followed by regurgitation on my exams and then rapid forgetting. But that would be a terrible use of our time and I think we can do better.

My objectives in this class are to 1) stimulate your curiosity about financial accounting, 2) satisfy your curiosity with information, and 3) help you to apply that information to realistic accounting problems. To pull this off, I have designed this course around a business simulation that involves playing Monopoly, doing the accounting for your Monopoly company, and investing in other Monopoly companies. The Monopoly simulation is supplemented by the textbook, lectures, and in-class examples.

This is an introductory course. It is intended to give you a broad overview of financial accounting. If you invest enough time in the course (Watch the lecture videos! Do the assignments! Read the textbook!), it will help you become conversant in financial accounting, and, I hope, you'll have some fun too.

COURSE STRUCTURE:

Synchronous interactive Q&A: During our official class times, I will hold class meetings focused on the day's topic. I will describe and solve example problems in the topic area and answer questions. Attendance is not required, but, for most students, these live interactions are valuable, and most students attend every session.

We will also use class time to work on Monopoly assignments. This will happen mostly in small groups (people playing in your Monopoly game or people on your Monopoly team) but I will be present and available during class time to answer questions and offer any other support you need.

Simulation: I don't use traditional problem sets in my class because students tend to hate them. I hate them too. They are typically decontextualized accounting exercises, and this is not ideal because context matters. My Monopoly simulation takes the place of problem sets.

Each person in the class will be randomly assigned to a 2-4 person team that will compete in a game of Monopoly against three other teams over the course of this class. You will play in a game as a member of a 2-4 person team, your game will involve 4 teams. That means there are 8-16 people per game and there are multiple games in each class section.

I will set aside some of our regularly scheduled class time for you to do Monopoly assignments. When there is not enough class time for you to complete a Monopoly assignment, I expect you to complete it as homework.

You'll take three perspectives during the simulation: first you'll be a firm manager making competitive business decisions (playing Monopoly), second you'll be a financial statement preparer (an accountant working inside of your Monopoly company to prepare financial reports), and third you'll be a financial statement user (an investor comparing many companies using their financial statements to predict which ones will perform well in the future).

Full instructions about how to do each type of Monopoly assignment (play Monopoly, prepare Monopoly financial reports, make Monopoly investments) are in separate documents and videos you can find on Canvas.

Recorded lectures: Your primary homework assignments are to watch lecture videos (these are available in Canvas) and read/skim assigned portions of the textbook. My lectures explain what I want students to know about each class topic and I expect students to prepare for live class sessions BEFORE the session by watching lectures about the topic. I use a bunch of resources in these lectures and I post all of these resources to Canvas so you can download them and use them yourselves. I try to keep each video short (30 minutes or less) because I hope that this makes watching them more convenient for you. Covering each topic requires me to make multiple videos. Watching them at regular speed usually takes more than an hour but less than two hours. If you are a native English speaker, you can probably watch them at 1.25x to 2x speed without any loss of comprehension.

I prefer recorded lectures over face-to-face lectures for two big reasons. First, you can watch them at any speed you want and you can rewatch any portion at will. This is especially valuable for students who are not native English speakers. Second, they enable us to use class time for tasks that require more interaction than lectures require.

Quizzes: To put pressure on you to watch the videos on schedule, I require you to take a quiz on Canvas before each class sessions (except sessions when you'll be taking an exam). These quizzes are un-proctored and open everything (meaning you can use your textbook, google, lectures, classmates, and even advice from your CPA aunt as you work on the quiz). You can take the quizzes as many times as you want. In addition to encouraging you to stick to the schedule, the quizzes are valuable because they will familiarize you with the question formats I use on exams.

Exams: There will be two exams testing your knowledge of the material covered in the course. You will take the exams in class during a regular class session. My exams are big Canvas quizzes and you will be required to use the Respondus LockDown browser when taking them. Your scores on these exams are the most important determinants of your grade in the class and you should view everything else in the class as the means of preparing for these exams. The structure of each exam will be very similar to the structure of the quizzes but will differ because exams 1) will be taken during class time, 2) will be closed everything (your only resources will be your magnificent brain and an online calculator that is built into the LockDown browser), and 3) will be longer than the quizzes. Exam questions may come directly from quizzes, lectures, class discussions, and the textbook or may be elaborations on questions from these sources. Many exam questions will require you to perform accounting tasks similar to those involved when preparing your Monopoly financial statements. Working conscientiously on your Monopoly assignments is one of the most valuable ways to prepare for my exams.

Readings: I will give you reading assignments from the textbook that will introduce you to the material covered in class. These reading assignments mirror the content in the video lectures. Unless you are very confident that you are an exceptionally brilliant student, I recommend you study each class topic by 1) watching the video lectures before attending class, 2) using the textbook to review or dig deeper into any material from the lecture that was confusing to you, and 3) attending class and asking questions. If you come to office hours, tell me you're struggling with the class, and ask me what you should do to catch up, my first question will be "have you been watching the lecture videos, using the textbook, and attending class?"

COURSE REQUIREMENTS: This course is designed to be fun but challenging. I expect you to give it considerable effort, as I assure you I will (and already have). The primary course requirement is that you learn the basic concepts of financial accounting, how they are used, and begin to develop opinions about why or whether they are meaningful.

To help us achieve the goals of this course, your grade will be based on:

Grading:

Exam 2: 45% (45 points out of 100)

Exam 1: 35% (35 points out of 100)

Monopoly financial statements: 9% (9 points out of 100)

Points are awarded for the logical consistency of your accounting.

Because I expect your level of accounting knowledge to increase over the course of the semester, more weight will be given to financial statement assignments later in the module than those from earlier in the module.

Monopoly investments: 6% (6 points out of 100)

Points are assigned according to your investment returns. Because I expect your level of accounting knowledge to increase over the course of the module, more weight will be given to investments made later in the module than those made earlier in the module.

Quizzes: 5% (5 points out of 100)

Professional conduct: 0% (up to 3 bonus points)

The only way to earn professional conduct points is by helping other students in the Canvas discussion forums by answering questions well and often.

Assigning your course grade: Grades are curved with floors, which means that the curve *can make your grade higher* than the floor and *can never make your grade lower* than the floor. Grade floors are:

- 93-100%: A
- 90-92.9%: A- or better
- 87-89.9%: B+ or better
- 83-86.9%: B or better
- 80-82.9%: B- or better
- 77-79.9%: C+ or better
- 73-76.9%: C or better
- 70-72.9%: C- or better
- 60-69.9%: D or better
- 0-59.9%: E or better

Because I curve grades, final grades are likely to be higher than grades calculated using these floors for many students, but how much higher depends on each student's performance *relative to other students* in the class. The effect of the curve is to protect students against the risk that my assignments and exams are too difficult for students to get high grades using a traditional, fixed grade scale.

Grades are curved (adjusted above grade floors) according to the following scale:

- 85th to 100th percentile: A
- 70th to 84.9th percentile: A-

- 55th to 69.9th percentile: B+
- 10th to 54.9th percentile: B
- 0th to 9.9th percentile: B or lower

I will periodically post each student's earned points on Canvas (these are private, only you can see your earned points) and anonymized information about the distribution of points earned by other students in the class so you will know both the lowest grade you could receive (according to the grade floors) and your curved grade (according to the grade curve).

Please note first that my curve means that, typically, **most students in my class receive a "B" grade**. Also note that percentiles are a measure of rank relative to other students and are not the same thing as the percent of possible points you earned during the course. For example, a student that earned 70% of the possible points in the class could be in the 95th percentile of the class (if the points they earned, 70% of those available, are greater than the points earned by 95 percent of the other students in the class) or it could be in the 60th percentile of the class (if the points they earned, 70% of those available, are greater than the points earned by 60 percent of the other students in the class and less than the points earned by 40 percent of the other students in the class).

Students whose performance falls in the bottom 9.9% of the class (meaning, their final course grade is between the 0th and 9.9th percentile) typically have scores well below the 83% grade floor for a "B". After curving, such students will receive a grade as high as a "B" and as low as an "E". I will make a subjective assessment of the grade they deserve based on the proximity of their total course score to the scores of other students. Students whose total course score is very near the total course scores of students in the 10th percentile will receive "B"s, students whose total course score is not near the total course grades of students in the 10th percentile and is below the floor for a "B" (83%), will receive grades lower than "B".

THE LONE WOLF OPTION: Because of the nature of many of UF's business master's degree programs, my students have very different levels of preparation for the class. Students could, therefore, be thought of as existing on a continuum of accounting preparation from "very poorly prepared" at one end to "very well prepared" at the other. I design the class to be challenging but comfortably manageable for students near the center of this distribution. That means that there will be a number of students who are less prepared than an average student that find the class to be very challenging and will have to work hard to get a "B" grade or better. There will also be a number of students who are more prepared than average that find the class to be very easy. For students toward the "very well prepared" end of the spectrum, class lectures and assignments can be a waste of time.

Students who have a strong accounting background and feel that they do not need my help to learn the introductory accounting information I teach in this class can choose to use the "lone wolf option". Students exercising the lone wolf option will receive a final grade in my class that

is based on their performance on exam 2 and nothing else. They will not be required to take quizzes, be in a Monopoly group, hand in Monopoly financial reports, make Monopoly investments, or take exam 1. Students choosing the lone wolf option will escape the requirement of conforming to my path of preparation, but they will also waive their right to my help during office hours. Lone wolf students are welcome to attend class sessions, but I will not spend time outside of class time discussing course content with them. If you might need help understanding the lectures, you should not choose the lone wolf option. Students who wish to exercise the lone wolf option must inform me of their decision before the end of the first week of classes.

MISCELLANEOUS MATTERS:

- I do not require that you attend class. But if you do not attend class, take responsibility for your decision. Please don't ask me to privately teach you what you missed when you skipped my class.
 - Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Some students complain that my syllabus is too long and that I ask them to read too much. I do not think this is a valid complaint. You are in graduate school, read the syllabus anyway. The volume of reading you see in my class is appropriate for a graduate level class at the University of Florida.
- Be civil. This means many, many things but, as you play Monopoly with each other, it includes avoiding intimidation, harassment, threats, personal attacks, and excessive gloating when winning or sniveling when losing.
- I expect you to follow the UF Student Honor Code which is available here: <https://sccr.dso.ufl.edu/process/student-conduct-code/>.
 - UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."
 - The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns about honor code violations, please consult me.
- Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, you will receive an accommodation letter which must be presented to me (in physical or electronic form) when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the module.
- Here is information on UF's current policies for attaching grade points to course grades: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

- University policy on course evaluations:
 - “Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals or by using the link in their Canvas course menu under GatorEvals.
 - Summaries of recent course evaluation results, including many of prior editions of this very class, are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”
 - Summaries of course evaluations for terms before fall 2018, including 8 years of prior editions of this very class, are available at <https://evaluations.ufl.edu/results/>.
- Please get help if you are suffering. This class and your degree are important, but your health and welfare are more important. The following resources related to your health and wellness are available to you as a student at UF.
 - U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
 - Counseling and Wellness Center: Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
 - University Police Department: Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
 - UF Health Shands Emergency Room/Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. Here’s a link to the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).
 - The Alachua County Crisis Center maintains a crisis hotline that is always available at 352-264-6789. The Crisis Center offers free, confidential crisis intervention and phone counseling to anyone. They also offer free face-to-face counseling.
- Here is some information about some other valuable campus resources.
 - E-learning technical support: Contact the UF Computing Help Desk (<https://helpdesk.ufl.edu/>) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
 - Warrington Career Services (<https://warrington.ufl.edu/career/>): Hough Hall 350, 352-273-4950. Career assistance and counseling services.
 - Career Connections Center (<https://career.ufl.edu/>): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

- Library Support (<https://uflib.ufl.edu/find/ask/>): Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center (<https://teachingcenter.ufl.edu/>): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio (<https://writing.ufl.edu/writing-studio/>): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints (On-Campus): Visit the Student Honor Code and Student Conduct Code webpage for more information (<https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>).
- A statement I am required to include in my syllabus due to Warrington College of Business policy:
 - Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
 - A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
 - Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Weekly Course Schedule of Topics and Assignments

(See detailed schedule below for more information)

	Topics	Assignments/Exams
Week 1 (8/21-8/23)	Overview, financial accounting summarized	Read syllabus, pre-class quizzes
Week 2 (8/28-8/30)	Accrual accounting, double-entry bookkeeping	Watch video lectures, pre-class quizzes, Monopoly financial statements year 1
Week 3 (9/4-9/6)	Merchandising business	Watch video lectures, pre-class quizzes, Monopoly investments year 1
Week 4 (9/11-9/13)	Exam 1	Watch video lectures, pre-class quizzes
Week 5 (9/18-9/20)	Internal control & cash, assets	Watch video lectures, pre-class quizzes, Monopoly financial statements year 2, Monopoly investments year 2
Week 6 (9/25-9/27)	Liabilities	Watch video lectures, pre-class quizzes, Monopoly financial statements year 3
Week 7 (10/2-10/4)	Fair value, FSA, wrap-up, Exam 2	Watch video lectures, pre-class quizzes

All Graded Assignments and Their Due Dates

Assignment Name	Due
Pre-class quiz: class 2	8/23 (before class)
Pre-class quiz: class 3	8/28 (before class)
Pre-class quiz: class 4	8/30 (before class)
Monopoly Financial Reports Year 1	9/1 (by end of day)
Monopoly Investments Year 1	9/5 (by end of day)
Pre-class quiz: class 5	9/6 (before class)
EXAM 1	9/11 (during class)
Pre-class quiz: class 6	9/13 (before class)
Monopoly Financial Reports Year 2	9/13 (by end of day)
Monopoly Investments Year 2	Non-MBA: 9/24 (by end of day) MBA: 9/19 (by end of day)
Pre-class quiz: class 7	Non-MBA: 9/25 (before class) MBA: 9/18 (before class)
Pre-class quiz: class 8	Non-MBA: 9/27 (before class) MBA: 9/20 (before class)
Monopoly Financial Reports Year 3	9/29 (end of day)
Pre-class quiz: class 9	10/2 (before class)
EXAM 2	10/4 (during class)

Date	Class Session	Topic (Primary In-Class Activity)	To Prepare (before class)	To Do (after class)	Due Dates to Keep in Mind
8/21	1	<u>Overview</u> (lecture)	Read the syllabus	Read the syllabus (if you didn't already). Read/Skim the beginning of the Monopoly Accounting Instructions (sections A-D on pages 1-6). Fill out the office hours survey: https://goo.gl/forms/UBiywBVAYfKgi9gz1 Email me if you'd like to be a "lone wolf".	
8/23	2	<u>Financial accounting</u> (examples, Q&A)	Watch pre-class videos Read/Skim FFAC: Ch. 1 Quiz: Take the class 2 preparation quiz before your live class session	Exchange contact information with your teammates and gamemates. Make game-level preparations. Where and when will you play (can be during our next class meeting)? Who will bring the board? Make team-level preparations. Your team of 2-4 people must somehow make joint decisions about how to play the game. Make plans about how you'll do this.	Due Today: Quiz (take before class)
8/28	3	<u>Accrual accounting</u> (play Monopoly)	Watch pre-class videos Read/Skim FFAC: Ch. 2 Quiz: Take the class 3 preparation quiz before your live class session	Finish playing Monopoly year 1 asap (if you are not able to finish during our live class time).	Due Today: Quiz (take before class)
8/30	4	<u>Double entry</u> (prepare Monopoly financial reports)	Watch pre-class videos Read/Skim FFAC: Ch. 3 Quiz: Take the class 4 preparation quiz before your live class session	Work on Monopoly year 1 financial reports (I will give you time during our live class to work on these but you probably will not have time to finish).	Due Today: 1) Quiz (take before class) Due 9/1: Monopoly financial reports year 1 (by the end of the day)*
9/4		No Class: Labor Day Holiday (9/4)		Work on Monopoly year 1 investment decisions	Due 9/5: Monopoly investments year 1 (by the end of the day)**

9/6	5	<u>Merchandising business</u> (play Monopoly)	Watch pre-class videos Read/Skim FFAC: Ch. 4-5 Quiz: Take the class 5 preparation quiz before your live class session	Finish playing Monopoly year 2 asap (if you are not able to finish during our live class time).	Due Today: Quiz (take before class)
9/11		Exam 1!			
9/13	6	<u>Internal control & cash</u> (prepare Monopoly financial reports)	Watch pre-class videos Read/Skim FFAC: Ch. 6 & 12 Quiz: Take the class 6 preparation quiz before your live class session	Finish Monopoly year 2 financial reports (I will give you time during our live class to work on these but you probably will not have time to finish).	Due Today: 1) Quiz (take before class) 2) Monopoly financial reports year 2 (by the end of the day)* Due 9/24 (non-MBA) Due 9/19 (MBA): Monopoly investments year 2 (by end of day)**

Career events impact the schedule below. These events are:

- Warrington Career Week (9/18 – 9/21), especially important for non-MBA sections
- NBMBA Conference (9/27 – 10/01), especially important for MBA section.

I want to do my part to make it easy for you to focus time and attention on these events. The way I do that is by quasi-cancelling two classes. You will not be expected to watch lecture videos or take pre-class quizzes for these class sessions. I will still be in our regular classroom at our regular meeting times. If you want my help with anything and can find the time, come to class and I'll do what I can to help you.

The scheduling is ugly this year because the non-MBA and MBA events happen at different times, so there are two schedules below for classes between 9/18 and 9/27. One is for the **non-MBA sections** and the other is for the **MBA section**.

9/18 – 9/27 schedule for non-MBA sections	9/18		Class quasi-cancelled: Career week	I will be in our regular classrooms at our regular meeting times to do 1) exam 1 review and 2) any other kind of Q and A you want.		Due 9/24 (non-MBA): Monopoly investments year 2 (by end of day)**
	9/20		Class quasi-cancelled: Career week			
	9/25	7	<u>Assets</u> (play Monopoly)	Watch pre-class videos Read/Skim FFAC: Ch. 7 & 8 Quiz: Take the class 7 preparation quiz before your live class session	Finish playing Monopoly year 3 by today (if you are not able to finish during our live class time).	
	9/27	8	<u>Liabilities</u> (prepare Monopoly financial reports)	Watch pre-class videos Read/Skim FFAC: Ch. 9 & 10 Quiz: Take the class 8 preparation quiz before your live class session	Work on Monopoly year 3 financial reports	Due 9/29: Monopoly financial reports year 3 (by the end of the day)*

9/18 – 9/27 schedule for MBA section	9/18	7	<u>Assets</u> (Exam 1 review)	Watch pre-class videos Read/Skim FFAC: Ch. 7 & 8 Quiz: Take the class 7 preparation quiz before your live class session		Due 9/19 (MBA): Monopoly investments year 2 (by end of day)**
	9/20	8	<u>Liabilities</u> (play Monopoly)	Watch pre-class videos Read/Skim FFAC: Ch. 9 & 10 Quiz: Take the class 8 preparation quiz before your live class session	Finish playing Monopoly year 3 by today (if you are not able to finish during our live class time). Work on Monopoly year 3 financial reports	
	9/25		Class quasi-cancelled: Career trip	I will be in our regular classrooms at our regular meeting times to help you with anything you want (for many of you, it might be convenient to work on Monopoly accounting in class on 9/25).		Due 9/29: Monopoly financial reports year 3 (by the end of the day)*
	9/27		Class quasi-cancelled: Career trip			

10/2	9	<u>Fair value, FSA, Awards, and wrap-up</u> <i>(awards and miscellaneous cleanup)</i>	Watch pre-class videos Read/Skim the Wikipedia pages for “fair value accounting” and for the “efficient market hypothesis” Quiz: Take the class 9 preparation quiz before your live class session		Due Today: Quiz (take before class)
10/4		Exam 2!			

* Submit Monopoly Financial Reports using the form at this link: <https://forms.gle/izKQ3NkWeiVAu3Tt6>.

** Submit Monopoly Investments using the form at this link: <https://goo.gl/forms/WoSplTqcHhROUzqs2>.