

# Course Outline – Fall 2022

<b>Course Code</b>	RSM 426H1 F
<b>Course Name</b>	Critical Thinking, Analysis and Decision Making
<b>Term, Year</b>	Fall, 2022
<b>Course Schedule</b>	Monday 12-3 – RT 142
<b>Web page URL</b>	<a href="https://q.utoronto.ca">https://q.utoronto.ca</a>

## Instructor Details

Name	Email	Phone	Office Hours	Office
Elisa Zuliani	<a href="mailto:Elisa.zuliani@rotman.utoronto.ca">Elisa.zuliani@rotman.utoronto.ca</a>	416-978-9426	By appointment	RT504

## Course Scope, Mission and Learning Outcomes

### Course Prerequisites

[RSM222H1](#), [RSM323H1](#), [RSM324H1](#)

### Course Co-requisite:

[RSM321H1](#)

*If you drop course RSM321H1 (the co-requisite) during the academic term, you must also drop this course. Contact Rotman Commerce Academic Program Services for academic advising if needed.*

## Course Materials

This is a capstone case course stressing the pervasive competencies and critical thinking skills required from business school graduates, future professional accountants and advisors.

This course provides students with an opportunity to integrate the technical and practical knowledge obtained in the prerequisite and other University courses and to apply this knowledge to case type situations. Because of the integrative nature and content of the course, the course will be directed towards students with a strong background in accounting and those seeking an accounting designation.

The overall objective is to enhance the participants' abilities to demonstrate the pervasive competencies, including written communication skills, required of the professional accountant as part of a business decision-making team. The course will present case simulations of problems encountered in the business world. The

participant will be required to employ a cross-functional approach to problem solving, as real life problems require integration across the specific knowledge areas of risk management, performance measurement, assurance, finance, taxation, information technology and organizational effectiveness. Students will be required, based on the case, to play different roles depending on the users' needs.

The case method will be stressed. This will require participants to:

- (1) identify and play their role,
- (2) identify information users and their needs,
- (3) identify and rank case issues, distinguishing between primary and secondary issues in the case,
- (4) identify alternatives for each issue given the constraints in the case,
- (5) analyze identified alternatives stressing fact integration, issue integration and integration across knowledge areas, and
- (6) communicate practical recommendations to information users.

## Required Readings

- *Provided on Quercus thru weekly modules*

## Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation/Attendance	5%	Ongoing
Case Summaries	15%	Ongoing
Group Presentation	20%	To be arranged
Term Test #1 (2 hours) in class	30%	Monday, October 17th
Term Test #2 (5 hours) location TBA	30%	Monday, November 21st

## Course Format and Expectations

The course will primarily be in a seminar or case discussion format, usually the latter.

The case assignments will be distributed in a prior class session for discussion in a subsequent session.

The format for in-class discussion of cases will vary between presentation/discussion led by a student group or your instructor leading the entire discussion. All important aspects of each solution will be covered in class.

Class Participation - includes attendance in class and oral participation during discussions in class. There may be some small after class submissions that will contribute to class participation mark.

Group Presentation - Each group will be assigned one case for which it will prepare a presentation. The presentation should be 30 – 40 minutes in length. It should include a clear explanation of the case, approach and technical discussion of the issues.

## *Writing Assignments or Presentations*

Group Case Presentation is intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

## *Team or Group Assignments*

Group Presentation requires students to work in teams of 4 to 6 people. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

## *Class Participation*

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion

Everyone is expected to have read the material and to have prepared the assigned case(s) for discussion, prior to class. Students will have every reasonable opportunity to participate in the course and therefore to earn a very good participation mark, and of course learn through your participation. The following will be considered as elements of your participation:

- Your interaction during team meetings with the instructor;
- Your constructive interaction during the class lectures;

### *Missed Assignments (including Assignment #1, #2 and final-term assessments)*

Students who miss any assignment for reasons entirely beyond their control (e.g. illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g. missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) within **2 business days** of the originally scheduled course deliverable.

Students who do not provide this information will be given a grade of 0 (zero) for the missed course deliverable.

Students who miss Term Test #1, the weight will be moved to Term Test #2. Students who miss Term test #2 the weight will write a make-up test (5 hours).

### *Late Assignments*

All assignments are due on the date and at the time specified in Quercus. Late submissions of the case summaries will not be accepted and will be awarded a mark of zero.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

## Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

## Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

## Original

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that

apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

## Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

## Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTMail+ email address. You are responsible for ensuring that your UTMail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk

mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

## Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

## Weekly Schedule

Session	Date	Topic	Readings
1	Sept 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>◆ Introduction to course</li> <li>◆ Introduction to integration and analysis               <ul style="list-style-type: none"> <li>• skills required</li> <li>• suggested approach for multi-subject (M) questions</li> </ul> </li> <li>◆ In- Class case</li> </ul>	◆ See Quercus – Module
2	Sept 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>◆ Analysis of Issue / CPA Way</li> <li>◆ Research Techniques</li> <li>◆ Use of Outlines</li> <li>◆ In-Class case</li> </ul>	◆ See Quercus - Module
3	Sept 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>◆ Advanced Accounting Issues</li> <li>◆ Assurance Topics</li> <li>◆ In-Class Case</li> </ul>	◆ See Quercus - Module
4	October 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>◆ Group Presentation #1</li> <li>◆ In Class Case</li> <li>◆ Review for Midterm</li> </ul>	◆ See Quercus - Module
5	October 17 <sup>th</sup>	◆ Term Test #1 ( 2 hours)	◆ none
6	October 24 <sup>h</sup>	<ul style="list-style-type: none"> <li>◆ Take up term test</li> <li>◆ Group presentation - #2</li> <li>◆ Group presentation - #3</li> </ul>	◆ See Quercus - Module
7	October 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>◆ Case Integration Topics</li> <li>◆ Group Presentation #4</li> </ul>	◆ See Quercus - Module
8	November 7	<b><u>Reading Week</u></b>	
9	November 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>◆ Group presentations #5</li> <li>◆ Group presentation #6</li> <li>◆ In Class Case</li> </ul>	◆ See Quercus - Module
10	November 21 <sup>st</sup>	◆ Term Test #2 – 5 hours (details to follow)	◆ none
11	November 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>◆ Group presentation #7</li> <li>◆ Group presentation #8</li> </ul>	◆ See Quercus - Module
12	December 5	◆ Take up term test #2	◆ none

**Please note that the last day you can drop this course without academic penalty is November 16, 2022.**



## Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

## URL links for print

- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>
- Request for Special Consideration Form: <https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/>
- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>