

# Course Outline

<b>Course Code</b>	RSM 329 H1 S
<b>Course Name</b>	Accounting for Finance Professionals
<b>Term, Year</b>	Winter, 2025
<b>Course Meets</b>	Please see the weekly schedule below. All sections are in-person. Additional information will be posted on the course Quercus page.
<b>Web page URL</b>	<a href="https://q.utoronto.ca">https://q.utoronto.ca</a>
<b>Course contact</b>	See Quercus page for details.

## Weekly Lecture Schedule

Section	Day	Time	Instructor
LEC0101	Monday	11 am – 1 pm	Dragan Stojanovic
LEC0201	Monday	1 pm – 3 pm	Dragan Stojanovic
LEC5101	Monday	5 pm – 7 pm	Dragan Stojanovic

## Weekly Tutorial Schedule

Section	Day	Time	Tutorial leader (TA)
TUT0101	Thursday	9 am – 10 am	TBA
TUT0201	Thursday	10 am – 11 am	TBA
TUT5101	Thursday	5 pm – 6 pm	TBA

## Instructor Contact Information

Name	Email	Phone	Office Hours
Dragan Stojanovic	<a href="mailto:dragan.stojanovic@rotman.utoronto.ca">dragan.stojanovic@rotman.utoronto.ca</a>	416-978-6819	See Quercus page

## Course Description

Finance professionals rely heavily on accounting information obtained from financial statements to evaluate and forecast an organization's financial performance. This information is critical for making capital allocation decisions, including whether to invest or lend, and under what terms.

This intermediate-level course builds on foundational financial accounting principles to deepen your understanding of financial reporting and analysis. Topics include assessing financial reporting quality, understanding adjusted earnings measures, and analyzing cash flow statements. You will also explore financing choices using both debt and equity, basic intercorporate investments, as well as income taxes.

The course emphasizes practical application through group projects and analyst reports, providing opportunities to analyze real-world financial statements. With a focus on both International Financial Reporting Standards (IFRS) and U.S. Generally Accepted Accounting Principles (US GAAP), this course prepares you to interpret and evaluate financial information for investment and lending decisions in a global context.

## Learning Outcomes

By the end of this course, students will be able to:

- Understand the role of financial reporting and its connections to finance, economics, strategy, marketing, and other business disciplines.
- Apply fundamental financial reporting concepts and principles to analyze and interpret complex business transactions and decisions.
- Interpret and evaluate complex financial statements, including reporting issues related to investments, revenues, operating assets, liabilities, and taxes.
- Utilize financial statement analysis tools to anticipate adjustments relevant to forecasting and valuation.

## Course Prerequisites

**Course Prerequisite:** RSM219H1

**Exclusion:** RSM212H1 (If taken Winter 2018, 2019)

## Course Materials

### Required Readings

Thomas R. Robinson, et al. (2020). *International Financial Statement Analysis, Fourth Edition* (CFA Institute Investment Series). John Wiley & Sons, 2020. **NOTE: electronic access information will be provided on Quercus**



Additional materials, including academic papers, case studies, and financial databases may be provided on Quercus, as relevant.

## 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
Planning for success assignment	3%	Friday, January 17
Participation	12%	Ongoing
Test #1	20%	Monday, February 10 (in class)
Test #2	25%	Monday, March 17 (in class)
Final exam	40%	During UofT final exam period (TBA)

## Course Format and Expectations

Detailed information for all assignments and deliverables is available on Quercus.

### Participation

Students' performance on this course component will be assessed based on the following criteria:

- ❑ **Active engagement:** This includes actively contributing to class discussion by asking insightful questions, sharing relevant experiences, offering thoughtful perspectives, and building upon the contributions of others.
- ❑ **Meaningful dialogue:** Engage in respectful and productive discussions with fellow students and faculty. This involves demonstrating critical thinking by analyzing concepts, challenging assumptions, and proposing solutions.

### Tests

There are two in-class tests in this course. Additional information will be posted on the course Quercus page.

### Final exam

Final exam will be three hours long and will be held during the University Final Exam period (details will be posted on the course Quercus page when available).

### *Communications in the course*

#### **Course-Related Questions and Clarifications**

If you have questions about course content, such as lectures, tutorials, textbook material, tests, or exams, please use the designated discussion boards. When posting, include specific details, such as textbook/workbook pages, or the test/exam you are referencing. Be sure to clearly explain your thought process and how you approached the problem. Including screenshots or other relevant details as needed will help instructors and peers provide accurate and helpful responses.

#### **Personal Inquiries and Support**

For personal questions, including issues related to accommodations or grades, please email [RSM329@course.utoronto.ca](mailto:RSM329@course.utoronto.ca). When reaching out, always include your full name, course section, student number, and any related details, such as screenshots, to ensure your request is handled promptly and accurately.

#### **Technical Support**

If you experience issues with the Quercus platform, contact [q.help@utoronto.ca](mailto:q.help@utoronto.ca). For other technical problems, email [help.desk@utoronto.ca](mailto:help.desk@utoronto.ca) for assistance. These teams can provide the support you need to resolve technical challenges.

#### **Academic Support Resources**

Rotman Commerce [Academic Support](#) offers services such as academic advising and academic skills coaching. The Centre for Professional Skills provides [writing and presentation coaching](#) to help you develop your academic and professional abilities. These resources are designed to support your success throughout your academic journey.

#### **Contacting the Instructor**

If you still need assistance after using the above resources, email your instructor directly. Include your full name, course section, student number, and all relevant details, such as screenshots. Providing complete information will help your instructor address your concerns efficiently.

### *Writing Assignments or Presentations*

Assignments 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](#).

### *Missed Tests and Assignments*

Students who miss a test/assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

**Please note:** As of September 2023, students may use the Absence Declaration on ACORN **\*one time per term\*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Students who are unable to complete required assignments and have submitted appropriate documentation (as described above) may have their marks reallocated to other deliverables at the discretion of the instructor.

**Final Exams:** If you miss the final exam in this course for a legitimate reason (illness, etc) you will need to contact your College Registrar to file a petition for a deferred exam. This deferred exam will be written at a later date as established by the Faculty of Arts & Science. Instructions can be found here: <https://www.artsci.utoronto.ca/current/faculty-registrar/petitions-appeals/preparing-petition>

### *Late Assignments*

Late submissions will not be accepted and will receive a mark of zero. Students who are unable to complete the planning for success assignment and have submitted appropriate documentation (as described above) may have their marks reallocated to other deliverables at the discretion of the instructor.

## 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.

## Plagiarism Detection

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.

## Generative AI / ChatGPT

Students may use artificial intelligence tools, including generative AI, in this course as learning aids. However, students are ultimately accountable for the work they submit. Specifically, students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

## 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 questions 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 exempted. 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

#	WEEK	TOPIC & READINGS
1	Jan. 6	<b>Financial reporting quality (Ch. 11)</b> Context for assessing financial reporting quality, detection of financial reporting quality issues
2	Jan. 13	<b>Financial analysis techniques (Ch. 6)</b> Financial analysis process, analytical tools and techniques, common ratios, equity analysis, credit analysis, segment analysis, model building and forecasting
	Jan. 17	<b>PLANNING FOR SUCCESS (3%): due Friday, January 17<sup>th</sup></b>
3	Jan. 20	<b>Understanding income statements (Ch. 3)</b> Revenue recognition, non-recurring items and non-operating items (discontinued operations, unusual or infrequent items, changes in accounting policies, non-operating items), earnings per share (simple/complex capital structures, basic EPS, diluted EPS), comprehensive income
4	Jan. 27	<b>Basic intercorporate investments (Ch. 13)</b> Basic corporate investment categories, investments in financial assets, basics of investments in associates and JVs, basics of business combinations and consolidation
5	Feb. 3	<b>Understanding cash flow statements (Ch. 5)</b> Components and format, linkages and preparation, cash flow statement analysis including free cash flow to the firm and free cash flow to equity
6	Feb. 10	<b>TEST #1 (20%, in-class), and cash flow statements (Ch. 5)</b>
<b>Reading Week (NO CLASSES February 17 to February 21)</b>		
7	Feb. 24	<b>Inventories (Ch. 7)</b> Inventory valuation methods with the focus on the LIFO method (LIFO reserve) and adjustments
8	Mar. 3	<b>Long-lived assets – Part 1 (Ch. 8)</b> Acquisition (focus on intangible assets, capitalization of interest costs, capitalization of internal development costs), depreciation and amortization
9	Mar. 10	<b>Long-lived assets – Part 2 (Ch. 8)</b> Revaluation model, impairments, derecognition, investment properties
10	Mar. 17	<b>TEST #2 (25%, in-class)</b>
11	Mar. 24	<b>Non-current (long-term) liabilities (Ch. 10)</b> Bonds and leases
12	Mar. 31	<b>Income taxes (Ch. 9)</b> Accounting profits vs. taxable income, temporary and permanent differences
<b>FINAL EXAM (40%): during University Final Exam Period (April 9 - 30, 2025)</b>		

Please note that the last day you can drop this course without academic penalty is March 10, 2025.

## Other Useful Links

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

## URL links for print

- 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/>
- 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>