

**COURSE INFORMATION**



**Course title:** Financial Statement Analysis  
**Course code:** BAAC 501  
**Session and term:** Summer 2024, Term 1  
**Section:** 301  
**Course duration:** Jun. 2, 2024 – Jul. 14, 2024  
**Division:** Accounting & Info. Systems  
**Program:** Part-time MBA (PMBA)

**Credits:** 1.5  
**Class location:** Henry Angus (ANGU) 133  
**Class times:** Sun. Jun. 2, Jun. 23, Jul. 14  
 8:30 AM – 4:00 PM  
**Pre-requisites:** BAAC 550 and 551  
**Co-requisites:** N/A



**INSTRUCTOR AND TA INFORMATION**

**Instructor:** Richard Wong, MET, CPA  
**Course Website:** <http://canvas.ubc.ca>  
**Email:** [richard.wong@sauder.ubc.ca](mailto:richard.wong@sauder.ubc.ca)  
 (Please include BAAC 501 301, and student number in the subject line)

**Office location:** Zoom (Z) / Henry Angus 351C  
**Office hours:** Mon – 6:30 pm – 7:30 pm (Z),  
 Tue – 5:30 pm – 6:00 pm (Z),  
 Wed – 5:30 pm – 6:00 pm (Z),  
 During Lunch, After Class,  
 or by Appointment (see Canvas)



**TA:** Hassaan Khan  
**Email:** [hk2001@mail.ubc.ca](mailto:hk2001@mail.ubc.ca)



**All course correspondence should be sent to [richard.wong@sauder.ubc.ca](mailto:richard.wong@sauder.ubc.ca).  
 Course correspondence sent to any other emails or through Canvas will not be answered.**

**How This Class Will Work:** BAAC 501 (Financial Statement Analysis) is a challenging and interactive class, filled with case studies and discussions! As such, attendance and participation during class time is integral to your success. We will meet synchronously (live) on three Sundays. During the synchronous (live) sessions, students will be evaluated on their contributions and participation. A student's contributions and participation will be evaluated through (1) value-added contributions to class and case discussions, and (2) professionalism. Lack of attendance and participation is one of the key reasons people do not do well. The students in this class come from a variety of backgrounds and comfort levels when it comes to accounting and finance. As a result, we will cover some basic accounting refresher topics before diving deeper into advanced analysis topics. If you come from an advanced financial background, I thank you in advance for your patience. If you are having trouble with any topics, you are encouraged to see the instructor in office hours as soon as possible. This class builds on previous topics and assumes a working understanding of financial accounting and finance.

**COVID-19 Protocols (In-Class):** Following BC Health Guidance, **masks are optional but highly recommended in all indoor classes regardless of vaccination status.** **If you are not feeling well or experience any COVID-19 symptoms, please stay home. Send a courtesy email to me and cc your program manager (Paola). The student should also submit an [Academic Concession Request & Declaration Form](#).**

**COVID-19 Protocols (Office Hours):** To ensure the safety of your instructor and your fellow students, **all** office hours will be conducted via Zoom. See Canvas for Zoom links. If you wish to meet in-person, please notify your instructor **24 hours** in advance so that they may prepare for your visit and follow proper social distancing and sanitizing protocols. Due to the number of students in this class, please have all of your questions ready as soon as you sign on to office hours! If you need to show us a homework question or a lecture slide, please have these pulled up and ready to go. You will be permitted to share your screen via Zoom. In order to answer everyone's question in a timely manner, we will allow 5 minutes per student if there are other students waiting. I am always happy to discuss non-course related items with you if no students are waiting!



## COURSE DESCRIPTION

This course is meant to provide you with a systematic framework for using financial statements in business analyses. This involves: understanding a company's operating environment and opportunities; assessing the availability and quality of a company's financial information; being prepared to adjust financial numbers when required; and performing analyses and making forecasts to support your decision-making. This course also presents a comprehensive set of tools that will assist students in analyzing the information contained in financial statements and demonstrates how this information can be used to evaluate financial performance.

The course addresses questions like:

1. How do operating and financial decisions contribute to a company's return?
2. Why does company performance differ between competitors?
3. How has a company performed in the past and how are they likely to perform in the future?
4. Why would management have a potential need to manipulate financial statements? How does manipulation occur and what are motivations for doing so?
5. Has the company distorted their accounting numbers and how will this influence their reported performance?
6. How should one go about forecasting future company performance, and
7. What are the valuation implications of those forecasts?

The focus of this course is on integrating key concepts from accounting, finance, and economics and applying them to real-world problems. As such, the course is case-oriented and places a heavy emphasis on illustrating the latest techniques and information sources used in practice. As the class progresses, students will build the pieces of a comprehensive financial statement analysis and forecasting tool. The class should be of great interest for anyone expecting to analyze and evaluate financial statements and related financial disclosures. In particular, we highly recommend this course for students pursuing a career in equity research, asset management, general management, or consulting.


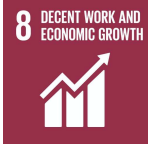

## LEARNING OBJECTIVES

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

- Assess a company's strategy and how it should reveal itself in the financial statements;
- Analyze a company's accounting policies and estimates, and be able to recognize earnings management;
- Develop a comprehensive financial analysis of a company's performance;
- Forecast a company's future in a coherent and structured way; and
- Estimate the value of a company, based on financial statement forecasts.

## SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of How and When the Goal is Covered in This Course
<p><b>Goal 4: Quality Education</b></p> 	<ul style="list-style-type: none"> <li>• There is a common misconception that investment viability and financial statement analysis can only be carried out by Finance and Accounting experts with a multitude of resources and databases at their fingertips.</li> <li>• Throughout this course, we will learn about methods, databases, information sources, and techniques that can be employed by general managers and non-accountants to evaluate the financial health and long-term viability of a company. This includes tools such as ratio and industry analysis.</li> <li>• Students will increase their financial literacy in a safe, inclusive environment and will be asked to critically consider the presence of accounting distortions in publicly-traded financial statements. The hope is that this will lead to an interest in lifelong learning in this area.</li> </ul>
<p><b>Goal 8: Decent Work and Economic Growth</b></p> 	<ul style="list-style-type: none"> <li>• The ability to read, interpret, and make sense of financial information is a useful skill to have in many roles.</li> <li>• A strong understanding of finance and accounting can help executives and managers determine the financial health and long-term viability of an organization.</li> <li>• A good understanding of a company’s financial statements will help executives and managers better understand its liquidity, solvency, profitability, credit worthiness, and shareholder returns.</li> <li>• It is with this information that critical discussions can be made (e.g. Should we take on a new marketing program? Should we pay dividends to our shareholders or buy back shares? Should we buy, sell, or hold shares of a publicly traded entity?)</li> <li>• Throughout this course, students will have the opportunity to apply and use their knowledge towards the analysis of a public company. These skills can be applied to organizations of all sizes and at all stages of the product life cycle.</li> </ul>
<p><b>Goal 13: Climate Action</b></p> 	<ul style="list-style-type: none"> <li>• Increasingly, companies are making assertions about their impact on society and the environment to the point that some organizations are accused of “greenwashing” their annual reports.</li> <li>• In this class, we will be asked to critically consider the accuracy of these statements and to critically evaluate whether these claims are accurate. We will look at annual reports where organizations have made bold claims regarding their actions towards climate change.</li> </ul>

**COURSE FORMAT**

**1. Lectures**



- Lecture notes and course materials will be made available on **Canvas** prior to class.
- Courses are scheduled during **regular hours in the Pacific Time zone (PST)** for Term 1 of the 2024 Summer Session. Classes will include interactive lectures, breakout discussions, and class-participative exercises. Due to capacity constraints, **you must attend the classes for your section (and not other sections).**



- Please join the class **no later than 5 minutes prior to the start of class (8:25 AM).**
- Students are expected to attend, be on time, come prepared for class, complete all assignments and exams, and take part in problem-solving. **Please bring your name tag/UBC card to each class.**
- Students are expected to read assigned material **PRIOR** to class. Regular attendance is seen as integral to student success. Lectures and in-class problems assume that students have pre-read the corresponding chapters, as listed in the 'Course Schedule'.



- Students who miss a class are responsible for material covered in the missed class. Office hours are intended to assist students who have attended class and who wish to seek additional help. It is not meant for the transmission of missed class content.



- All classes will be live and there will be no synchronous, live stream available.**
- Cell phones and electronic devices should be silent during class time. Laptops and calculators are permitted in class for class work only (such as research or responding to clicker questions). Personal use of laptops, cell phones, or other electronic devices during class is unprofessional.
- There is no recording of and distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes. It is strongly recommended that you make arrangements at the start of the semester for materials in case you miss class. For instance, you may wish to exchange contact information with a classmate who can provide you with notes in the event you miss class. If you believe you are an exceptional case that merits special consideration, please promptly reach out to your instructor to advise them of your circumstances.
- If you are not feeling well or experience any COVID-19 symptoms, please stay home. You will not be penalized for a legitimate absence.**

**ASSESSMENTS**


*Summary*




<b>Component</b>	<b>Weight</b>
Assignments – 2 in total – Submitted via Canvas	20%
Knowledge Check – 1 in total – Submitted via Canvas	20%
Participation and Professionalism	20%
Group Project and Video Reflection	40%
<b>Total</b>	<b>100%</b>

### Details of Assessments

#### 1. Assignments (20%)

- 
- Students have assignments which are to be submitted by **11:59 PM (PST)** on the due dates listed in the 'Assignment Deadlines' section of the course outline.
  - Only the following file types are to be accepted: PDF, XLS, XLSX, DOC, and DOCX. JPEGs are not permitted. Please submit only one document (multiple files are not permitted).
  - Copies e-mailed to the instructor or the TA will **not** be accepted.
  - Following the deadline, the instructor or the TA will assign a grade for the submission and answers will be released. Some of the assignment questions will be graded based on completion and some of the assignment questions will be graded based on correctness. I will not inform you how each question is marked, so you are wise to complete each question with full effort.
  - Late assignments will **not** be accepted. Students will receive **one** attempt for each assignment.
  - There will be **NO** make-up assignments for missed or late homework assignments.
  - Assignments are **individual assignments** (not group assignments). Please be sure to submit your own work.
  - **Do not plagiarize or commit academic dishonesty!** Plagiarized or dishonest assignments will receive an immediate grade of 0 and be reported to the Dean's office. Plagiarism and academic dishonesty include:
    - Handing in the work of others.
    - Googling/searching for answers on the Internet. (You will not find it).
    - Hiring/paying/soliciting external help (i.e. Chegg, Coursehero, etc.).
    - Tag-teaming homework assignments.
    - Sharing your past assignments and answers with other students (particularly through websites such as Chegg, StuDocu, or Coursehero.
    - Spreading information through word of mouth, social media, or other channels that subverts the fair evaluation of a class exercise, or assessment.
  - There is **no** statutes-barred period for academic dishonesty. This means that even after you have completed the course, I can launch an academic dishonesty investigation that could result in you having to redo this course.

#### 2. Knowledge Check (20%)

- 
- Prior to the third class, you will be asked to complete a knowledge check. Knowledge checks are quizzes based on content covered during class. They are meant to:
    1. Provide students with additional practice opportunities,
    2. Check for student comprehension and understanding,
    3. Encourage engagement and participation during lectures, and
    4. Encourage students to come to class prepared and with questions.
  - Knowledge checks will be made available on **Canvas**.
  - Knowledge checks are to be completed **via Canvas by 11:59 PM (PST)**. Please see the 'Assignment and Knowledge Check Deadlines' section of the course outline for specific dates.
  - Only **one** attempt, per student, per knowledge check is permitted.
  - You will have **60 minutes** to complete each knowledge check. This is more than enough time!
  - Late knowledge checks will **not** be accepted. Computer troubles at the last minute are not a valid excuse. Answers to the knowledge checks will be released **after** the deadline.

### 3. Participation and Professionalism (20%)

- Students who attend lectures and are actively engaged during the lecture tend to achieve a significantly better mark in the course. To encourage active participation and practice, students will receive up to 20% for their participation in the course.
- Your participation and professionalism will be assessed at the end of the term, based on the following:
  - (1) Value-added contributions to class/case discussions, and
    - Your willingness to participate and the quality of your contributions during class and case discussions will be a primary determinant of your participation and professionalism mark.
    - Though regular contribution is valuable, the quality and depth of contribution is equally, if not more, important.
    - Being unprepared for case discussions will have an adverse effect on your grade.
  - (2) Professionalism
    - Professionalism includes respect for the class and your peers.
    - It is important that you treat each class as a business meeting. As such, it is important to be on-time, be prepared and attentive, be ready to engage, be open to ideas, be courteous and attentive to fellow students, and prepare for each class. **Please have your name tag displayed each class and please bring your UBC Card to every class.**

### 4. Group Project and Video Reflection (40%)

- The Group Project will be done in self-selected groups of 3-4 individuals.
- The group will be expected to conduct a comprehensive financial analysis project for a selected North American-listed public company (Listed on either the TSX, TSXV, NYSE, or NASDAQ).
- A completed project will include business strategy analysis, accounting analysis, financial ratio analysis, cash flow analysis as well as forecasting/projecting and valuation analysis.
- Details of the group project will be posted on Canvas.
- The Group Project and Video Reflection will be due on **Sunday, July 21 @ 11:59 PM.**

## LEARNING MATERIALS

### 1. Recommended Textbook:

- Equity Valuation and Analysis, 6<sup>th</sup> Edition (Russell Lundholm, Richard Sloan) (ISBN: 9798391138884)
  - The best place to purchase this book is on Amazon.ca - [https://www.amazon.ca/Equity-Valuation-Analysis-Russell-Lundholm/dp/B0C47Q56BG/ref=sr\\_1\\_2?qid=1692694491&refinements=p\\_27%3ARussell+Lundholm&s=books&sr=1-2&text=Russell+Lundholm](https://www.amazon.ca/Equity-Valuation-Analysis-Russell-Lundholm/dp/B0C47Q56BG/ref=sr_1_2?qid=1692694491&refinements=p_27%3ARussell+Lundholm&s=books&sr=1-2&text=Russell+Lundholm)
  - Some students feel like my notes are sufficient for their work and understanding. I would recommend attending the first class before deciding whether or not to purchase this textbook.



### Technology Requirements

#### 1. Canvas Course Materials (posted on Canvas, 'Modules' tab)

- We will be using [Canvas](#) for this course. The course site will be accessible starting May 26, 2024.
- Lecture slides and in-class problems will be posted on Canvas **prior to each class**. These documents will be used throughout the classes.
- Students are advised to check Canvas **prior to every class** for updates and announcements.
- If you experience any technical difficulties with your login to Canvas, please contact the [UBC IT Service Centre](#).

#### 2. Calculator

- Students will require a calculator capable of adding, subtracting, multiplying, and dividing.

#### 3. Proper Hardware (including a computer and a smartphone)

- Students are expected to have access to a computer to support learning activities and assessments. In particular, a laptop will be required for class activities.

#### 4. Reliable Internet Connection

- For the seamless delivery of online course content, students should have regular, reliable access to a strong internet connection. UBC recommends 5 mbps download speed and 1 mbps upload speed are needed at minimum.

#### 5. Zoom (<https://zoom.us/>) – Zoom will be used for office hours:

- Please visit [UBC's Zoom Student Guide](#) for more information on using Zoom.

### COURSE-SPECIFIC POLICIES AND RESOURCES


#### *Missed or late assignments, and regrading of assessments*

- Missed or late assignments or projects will receive a mark of **zero**. No late assignments will be accepted. There will be **no** make-up homework assignments or missed assessments.
- Students who miss an assignment or assessment prior to joining the course (i.e. during the add/drop period) will have their assignment weightings shifted to the homework assignments or assessments.
- **Regrading Policy:** If you feel that you have been wrongly assessed, please review your work against the suggested solution. Then, prepare a **written, e-mail request** to the instructor ([richard.wong@sauder.ubc.ca](mailto:richard.wong@sauder.ubc.ca)) indicating why you feel the marking was not appropriate. Submit your request **within one week** of when the marked homework assignment or knowledge check was made available to you or it will **not** be considered.
  - Your work will be re-marked, as well as the entire document.
  - This may result in an increase, decrease or no change in your total marks.
  - You are also encouraged to keep the “magnitude” of marks in context.
  - Any one question on an knowledge check or assignment will only account for a very small percentage of your overall grade.
  - Please note that I do not discuss assignment, assessment, or exam marks during office hours. You must submit a written, e-mail request.

### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

### RECOMMENDED STUDY APPROACH

- 
- The best approach to this class is to attend class, actively listen and participate, do all the assignments, ask questions, and get help when you need it. Many different topics are covered in this course.
  - While doing the pre-work and skimming the slides before coming to class is always encouraged, try not to come to class having over-read the slides and discussion questions. Many of the key takeaways and lessons are obtained through inquiry-based learning. If you come with pre-defined answers to the discussion questions, this will not enable you to learn effectively.

### OTHER COURSE POLICIES AND RESOURCES

Please treat each class like a business meeting. As such, it is important to act professionally:


- Be on time, be prepared, and be courteous and attentive to the instructor and other students.
- **Turn off** all distractions (including social media). Be ready to engage. Be open to ideas.
- This is a financial statement analysis course involving quantitative problems and analysis. Therefore, you should always have paper to write on, a pen or pencil, and a calculator with you.

### *Respectfulness in the in-person classroom*

Students are expected to be respectful of our community at all times, including community members, faculty, staff and peers. This means being attentive and conscious of words and actions and their impact on others, listening to people with an open mind, treating all UBC Sauder community members equally and understanding diversity. Students who act disrespectfully toward others will be asked to leave the class and be marked as absent for the day. They may also be removed from a team, lose credit for in-class assessments and activities, or be asked to complete a group assignment individually. Incidents of misconduct or suspected misconduct will be investigated.

### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

#### *Attendance*



Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.



### *Punctuality*



Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.



Poor punctuality and lateness will negatively impact your participation and professionalism grade.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*



Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available on the [UBC Calendar](#).

## **UNIVERSITY POLICIES AND RESOURCES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the university policies and codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. **For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, or other channels that subverts the fair evaluation of a class exercise, or assessment (particularly through websites such as StuDocu, Coursehero, and Chegg).** Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Use of Artificial Intelligence*



Any work submitted must be your own original work. Any use of generative artificial intelligence (AI), including ChatGPT, is prohibited and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

### **COPYRIGHT**



All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner.

Redistribution of these materials by any means (**including on CourseHero, Chegg, and StuDocu**) without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose,

### **ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̣ẉməθḳẉáỵəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE (SUBJECT TO CHANGE WITHOUT NOTICE)**

Wk #	Date*	Ch.	Topic
1	Sun. Jun. 2	1-3, 6	<p><u>Pre-Work:</u> Read through course outline.</p> <p><u>Pre-Work:</u> Read through course project requirements.</p> <p>(AM)</p> <p>Introduction to the Course</p> <p>Financial Statement Bootcamp</p> <ul style="list-style-type: none"> <li>• The Need and Purpose of Financial Statements</li> <li>• Auditor Reports</li> <li>• Overview of the Financial Statements</li> <li>• Crash Course on Cash Flow Statements</li> <li>• Accounting Standards Employed</li> <li>• Accrual vs. Cash-Based Accounting</li> <li>• Steps in Equity Valuation</li> </ul> <p>(PM)</p> <p>Information Collection</p> <ul style="list-style-type: none"> <li>• Company Information <ul style="list-style-type: none"> <li>○ Annual Reports</li> <li>○ SEC Filings (incl. 10-K, 10-Q, 8-K)</li> </ul> </li> <li>• Industry and Other Data Sources <ul style="list-style-type: none"> <li>○ Financial Databases</li> <li>○ Financial Press</li> <li>○ Analyst Reports</li> <li>○ Obscure and Unusual Data Sources</li> </ul> </li> </ul> <p>Understanding the Business</p> <ul style="list-style-type: none"> <li>• Economic Analysis</li> <li>• Industry Factors <ul style="list-style-type: none"> <li>○ Porter’s Five Forces</li> </ul> </li> <li>• Company-Specific Factors <ul style="list-style-type: none"> <li>○ Strategy</li> <li>○ Product Differentiation vs. Cost Leadership</li> <li>○ Product Life Cycle</li> </ul> </li> </ul> <p><u>Post Work:</u> Assignment 1 – Basic Accounting Refresher (Due Sat. Jun. 22 @ 11:59 PM)</p> <p><u>Post Work:</u> Find group mates for group project + register on Canvas! (Due Sun. Jun. 23 @ 11:59 PM)</p>

2	Sun. Jun. 23	4-5	<p><u>Pre-Work</u>: Complete eVal Self-Study Module (No Submission Req'd) (Due Sat. Sep. 16 @ 8:30 AM)</p> <p>(AM)</p> <p>Accounting Issues and Analysis</p> <ul style="list-style-type: none"> <li>• Disclosures Under GAAP and Key Risk Areas</li> <li>• Managerial Manipulations</li> <li>• Accounting Distortions and Red Flags</li> <li>• Non-GAAP Measures</li> </ul> <p>(PM)</p> <p>Starbucks Case Analysis – Ratio Analysis, Getting to Know eVal</p> <p>Financial Ratio Analysis</p> <ul style="list-style-type: none"> <li>• Sales Growth and ROE</li> <li>• DuPont Analysis <ul style="list-style-type: none"> <li>○ Basic DuPont</li> <li>○ Advanced DuPont Model</li> </ul> </li> </ul> <p><u>Post Work</u>: Assignment 2 – Starbucks Case Questions, Playing with eVal (Due Sat. Jul. 13 @ 11:59 PM)</p> <p><u>Post Work</u>: Knowledge Check #1 (Submit via Canvas Quizzes) (Due Sat. Jul. 13 @ 11:59 PM)</p>
3	Sun. Jul. 14	7-10	<p><u>Pre-Work</u>: Take a quick scan through Apple's last 10-Q, 10-K, and recent news pertaining to the company.</p> <p>(AM)</p> <p>Structured Forecasting</p> <ul style="list-style-type: none"> <li>• The Big Picture (How and Why)</li> <li>• Forecasting Process</li> <li>• Forecasting and Terminal Period</li> <li>• Forecasting Using eVal</li> </ul> <p>Forecasting Details</p> <ul style="list-style-type: none"> <li>• Income Statement Assumptions</li> <li>• Balance Sheet Assumptions</li> <li>• Examining Forecast Results and Sensitivity Analysis</li> </ul> <p>(PM)</p> <p>Apple Case Discussion – Forecasting Exercise</p>

			<p>The Cost of Capital and WACC</p> <p>Valuation</p> <ul style="list-style-type: none"> <li>• The Importance of Valuations</li> <li>• Different Methods of Valuations             <ul style="list-style-type: none"> <li>○ Residual Income Valuation Models</li> <li>○ Discounted Cash Flow Valuation Models</li> </ul> </li> <li>• Valuing Contingent Claims and Other Adjustments</li> </ul> <p><u>Post Work:</u> Group Project – Final Submission (Due Sun. Jul. 21 @ 11:59 PM)</p> <p><u>Post Work:</u> Video Reflection (Due Sun. Jul. 21 @ 11:59 PM)</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

\* This outline specifies dates on which each topic will be started. You should read the relevant material **before** the topic is discussed in class so that you can maximize your in-class learning experience. Failure to prepare for class will reduce the quality of your learning experience.

**ASSIGNMENT DEADLINES\*\*\***

Date	Time	Type	Assignment	✓
Sat. Jun. 22	11:59 PM	Assignment	Assignment 1 – Basic Accounting Refresher	
Sat. Jul. 13	11:59 PM	Assignment	Assignment 2 – Starbucks Case Questions, Playing Around with eVal	
Sat. Jul. 13	11:59 PM	Knowledge Chk	Knowledge Check #1 (Submit via Canvas Quizzes)	
Sun. Jul. 21	11:59 PM	Group Project	Group Project – Final Submission	
Sun. Jul. 21	11:59 PM	Group Project	Video Reflection	

**HOW TO CREATE A WRDS ACCOUNT**

WRDS (Wharton Research Data Services) provides you with access to many financial databases. You can use this for your final project.

As a graduate student, you are able to create your own personal account. Please see the instructions in the yellow box at the top of the page: <https://resources.library.ubc.ca/745>

**\*\* END OF COURSE OUTLINE \*\***