ACC1701XA ACCOUNTING FOR DECISION MAKERS

(version: 20260712)

AY 2026/2027 Semester 1
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TA: ChatGPT, Gemini, DeepSeek, etc available 24/7
Instructor consultation Hours: by appointment

CLASSROOM AND TIME

Semester period: Aug 10-Dec 5, 2025
Session A1: 1500-1800am Monday Biz2 0111
Session A2: 830-1130am Wednesday Biz2 B104

MODULE DESCRIPTION

In this course, we adopt the perspective of financial statement users, such as analysts, investors, and managers, who rely on corporate reporting for financial analysis and decision-making. This is not a traditional accounting course designed primarily for students preparing for careers as accounting preparers, such as auditors or corporate accountants. Accordingly, the course does not take a preparer's perspective and does not focus on preparing journal entries or producing financial statements.

Instead, the course emphasizes how to read, interpret, and analyze financial statements and the supplemental disclosures typically included in periodic regulatory filings. These skills are central to enterprise and securities valuation. The course also introduces valuation models based on accounting earnings, while placing less emphasis on non-earnings-based valuation approaches, such as discounted cash flow models.

The primary reporting framework for the course is Singapore Financial Reporting Standards (SFRS). Where appropriate, we will also examine non-Singapore examples, given the close relationship between SFRS, International Financial Reporting Standards (IFRS), and, in some areas, U.S. Generally Accepted Accounting Principles (U.S. GAAP).

Given the time constraints and learning objectives of the course, students will be expected to use AI tools, such as customized ChatGPT applications, NotebookLM, etc., to support and accelerate their learning. Students are therefore expected to be comfortable using current AI tools to deepen but not substitute their understanding of accounting concepts and their application to financial analysis.

Important note: ACC1701X courses for non-Business students—such as ACC1701XA, ACC1701XB, and ACC1701XC—are taught independently by different instructors. As a result, the pedagogy, course requirements, sequencing of topics, and assessment structure may differ across these courses.

COURSE LEARNING OBJECTIVES

Upon completing this course, students should understand and appreciate the key rationales, principles, and institutional features that shape financial reporting and business practices. They should also develop an appreciation of the complex interactions among business analysis, valuation, accounting and non-accounting information, and the functioning of capital markets.

The course is designed to help students develop important knowledge, skills, and professional attitudes. Its main objectives are to strengthen students':

1. **Technical accounting knowledge**, as specified in the course outline;
2. **Tolerance for ambiguity** in dynamic and uncertain business environments;
3. **Strategic thinking and leadership capabilities** in complex and evolving settings;
4. **Creative and critical thinking** in analyzing corporate information and valuation issues; and
5. **Social and interpersonal skills** through discussion, collaboration, and communication.

Students are encouraged to take ownership of their learning and develop these capabilities independently. The AI tools introduced in the course, together with guidance from the instructor, should be used to support—not replace—the learning process by deepening understanding, accelerating skill development, and strengthening students' ability to apply course concepts.

PREREQUISITES

None

PRECLUSION

NIL

COURSE MATERIALS

- Coursepack: Prepared by the instructor, including cases, academic articles, and regulatory filings.
- **Financial Accounting: IFRS Edition, 4e** by Stice, Stice, Albrecht, Swain, Duh, and Hsu (Cengage)

ASSESSMENTS

Component	Weightage
Class participation	20%
Midterm exam (90 minutes)	30%
Final exam (120 minutes)	50%
Total	**100%**

CLASS PARTICIPATION

Class learning activities are designed to give you opportunities to participate in and contribute to your own learning and that of the entire class. While I encourage every student to make an effort to speak in class (even if it is merely asking simple questions or seeking clarification), quality and insightful contributions will earn you much more credit than mere questions. Consistent, meaningful and collegial participation will be highly rewarded. I do not award points for class participation based solely on the number of times you speak. Nonetheless, I cannot assess other attributes of your participation if you do not even make an effort to speak at all for the entire term. To assist me in assessing your class participation, it is in your interest that you bring along and **display your name placard** (in large font) **in class every week** or **turn on your camera throughout the class** in the virtual setting. Class participation includes behaving maturely throughout the course and observing basic etiquette and decorum in the classroom. It is pure courtesy to the instructor as well as to your classmates that you do not indulge in internet surfing, emailing, or online chatting; and not talk loudly, chat excessively or otherwise engage in behaviour or activities that distract me or the class. **Students found to be repeatedly exhibiting such indecorum will have marks progressively deducted from their class participation component without prior warning.**

EXAMS

Midterm Exam

- Midterm is a closed book 90 minutes digital assessment on Examplify and will be conducted on the same day at the same location for the two sessions taught by the instructor.
- The scope is comprehensive: materials covered in all lectures and assigned readings and homework for the weeks up to the Midterm exam are examinable. The instructor will provide more details later.
- 2 -sided cheat-sheet allowed (optional) ONE A4-size, both sides printed or handwritten cheat sheet is allowed.
- Format: 30 MCQs
- time and location: to be announced
- Rough paper will be provided, and students are not allowed to bring in their own rough paper. Bringing in unauthorized rough paper will be considered as cheating and subject to disciplinary action.

Final Exam

- 2-hour closed-book exam. The final exam is a secure digital assessment using Examplify.
- The scope is comprehensive: materials covered in all lectures and assigned readings and homework for the entire semester are examinable.
- 2 -sided cheat-sheet allowed (optional) ONE A4-size, both sides printed or handwritten cheat sheet is allowed.
- Format: a mix of MCQs and structured questions.
- time and location: to be announced
- Rough paper will be provided, and students are not allowed to bring in their own rough paper. Bringing in unauthorized rough paper will be considered as cheating and subject to disciplinary action.

A NOTE ON THE PROPOSED SCHEDULE

The readings, activities and case studies stated below are **tentative and are subject to change.** We will be using various means, including emails, Canvas, and Google drive to provide updates, instructions, handouts, readings, and other materials. It is the responsibility of each student to check the instructor's communications (both written and in-class oral) regularly.

SCHEDULE

Session	Description of topic
1	1. Overview of the course 2. The course within business education 3. Institutional environment for financial reporting

2	• The structure of the financial statements and basic accounting concepts
	  ○ Assets, liabilities, revenues, expenses
	  ○ Basic accounting concepts

3	Accounting analysis – Part 1 • 1. Current assets • 2. Overview of Accounting Analysis • 3. Accounting adjustment techniques
4	Accounting analysis – Part 2 • 1. Current liabilities • 2. Accounting adjustment techniques • practice problems
5	Accounting analysis – Part 3 • Accounting for long lived assets/intangible assets
6	Accounting analysis – Part 4 • 1. Accounting for intercorporate investment • 2. Strategy analysis from FS ○ Investment strategy analysis

Recess week	
7	Accounting analysis: case study
8	Midterm exam
9	Strategy analysis from FS perspective • Financing analysis • Strategy analysis case study: investment

10 (holiday???)	Financial reporting quality
	• 1. The analysis framework
	  ○ Definition of earnings quality
	  ○ Analysis framework
	• 2. Case study

11	Ratio analysis • 1. The DuPont decomposition technique • 2. case study
12	Valuation • 1. Residual income valuation model and practice problems • 2. case study
13	Review

ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism.

Artificial Intelligence (AI) tools such as ChatGPT do not require specialist knowledge to use. Many of these AI tools are commonly used in social media, for example, to create content and disguise and refine content created from programmes like ChatGPT. We understand that students will be drawn to using these AI Tools, as they would for any other electronic aid.

However, to be clear, normal academic rules still apply. As noted in the Code of Student Conduct: "*The University takes a strict view of cheating in any form, deceptive fabrication, plagiarism and violation of intellectual property and copyright laws. Any student who is found to have engaged in such misconduct is subject to disciplinary action by the University*.

With respect to AI tools (e.g., ChatGPT and image generation tools), your instructor will clarify whether the use of these tools as inputs into your assignment development process is acceptable. AI is a technology that requires skill to use, and knowledge about when and how to use it. If you use ChatGPT or any other such AI tool in your work, you must provide a proper representation of how you used the tool and what prompts you used to generate output. Failure to cite its use constitutes academic misconduct.

Further, as with any information source, be aware that minimal efforts yield low quality results. You will need to refine your work and fact check the output, as you would double-check information from any source. Further, you should be selective in how and when you use such tools instead of using it for each and every assignment you create.

To summarise:
1. Always check with your instructors on what are the permitted uses of AI tools.
2. Have a discussion at the start of a course about the use of AI.
3. Where permitted, acknowledge your use of AI.
4. You remain responsible for the quality of your work and its appropriate representation.
5. Failure to follow the above steps can lead to a concern about plagiarism (academic dishonesty).

As always. you have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is entirely your own work. This is a minimum standard.

Additional guidance can be found at:
Admission Condition: http://www.nus.edu.sg/registrar/administrative-policies-procedures/acceptance-record#NUSCodeofStudentConduct
NUS Code of Student Conduct: http://nus.edu.sg/osa/resources/code-of-student-conduct
Academic Integrity Essentials: https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-4
Guidelines on the Use of AI Tools For Academic Work: https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-3

DISCLOSURE OF AI TOOL USAGE

For all required assignments, please state clearly on page 1 of the submission the following information: (i) did you use any AI tools for this assignment? Y or N. (ii) if Yes, provide a brief description of the AI tools used and how you used the tools for this assignment.

WARNING: do not upload copyrighted materials such as those HBS cases to online LLMs.