FACULTY:

Elmer (Pete) Lewis
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(630) 845-9664 work phone
Competencies: FX, H2X, S3D, H5

COURSE DESCRIPTION

Enter the “BARRACUDA TANK” at no risk! Take this course to learn how to think analytically:

- as an entrepreneur seeking financing and
- an equity investor looking for a healthy return on an investment

If you’ve seen the popular TV show titled “Shark Tank” you understand the basics of this course.

If not, here is an explanation of what you will encounter during this ten week course.

The “Barracuda Tank” exercise is the final student project. It will include (1) writing your own business proposal as an entrepreneur and (2) analyzing of your classmates’ business proposal as an investor.

By role playing as both an investor and entrepreneur this course will help you understand the practical uses of standard financial ratios, financial modeling and generally accepted accounting principles used in make investment decisions. It also examines the quantitative methods which embody the disciplines of domestic finance, international finance. You will learn how these
disciplines are applied and are inter-related in the global marketplace. **There is no accounting or finance background required for this course.** Students should have an understanding of basic math. It would be helpful if students knew how to use Microsoft Excel.

**The Barracuda Tank**

All students will assume two roles which will be divided into two rounds of simulation. In the first round, certain students will assume the role of an equity investor while the others will be entrepreneurs seeking funding from investors to finance their start-up businesses.

The Equity investors will sit on a panel with other student investors. Each investor will make an independent investment decision based on his (her) own analysis. The decision will consider sales projections, equity offers and business valuations.

The entrepreneurs will present business proposals to the investors. (For students who have selected an H-5 competency their start-up must have sales outside of the United States). Entrepreneurs need to be mindful of the criteria used by investors to make an informed decision.

In the second round, the roles will flip. Student investors will become entrepreneurs and vice versa.
INSTRUCTOR PROFILE

Elmer (Pete) Lewis, MBA, CPA, EA

Mr. Lewis is a Business Consultant with more than 30 years of management accounting, finance and tax experience. He currently operates his own tax practice, Lewis & Associates Tax Planning, Inc. in St. Charles, Illinois. Mr. Lewis has worked for public accounting firms, law firms and corporations. Over the years he has held positions such as Vice President of Finance, Controller, Accounting Manager, Director of Tax and Tax Manager for Chicago area businesses. He has assisted in launching an initial public offering (IPOs), implementing Sarbanes-Oxley (SOX) Section 404 for overseas corporations and writing federal income tax material for a nationwide tax reference manual.

Mr. Lewis has been an Adjunct Professor of Accounting and Finance for more than 30 years, having taught at Roosevelt University (Schaumburg, Ill.), Olivet Nazarene University, (Bourbonnais, Illinois) and Columbia College (Chicago, Illinois). He currently teaches at DePaul University and the University of Phoenix (on ground courses) where he is the Chairperson of the Accounting, Finance and Economics Department in the School of Business. Mr. Lewis holds an MBA in Finance, a B.S. in Journalism and completed coursework for an MSA (Accounting).

Course Outcomes

Students will learn how to:
• utilize financial ratios in making investment decisions

• create financial statements for the purpose of seeking investment funds

• develop an awareness of market capitalization to assist in borrowing and investing

Students enrolling for competency credit can develop one or two of the following competencies.

H-2-X – Can understand one’s economic position (i.e. fiscal, financial and monetary policies) and how it affects the basis for making investment decisions which indirectly influence social policy, institutions and business decision-making policies.

S-3-D – Can use scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a standard financial policy that has significant scientific or technological elements.

2. Can analyze any theory, method, or standard from two or more financial perspectives (Ex. Redetermination of the basis for assessing market values).

H-5 – Can analyze issues and problems from a global perspective.
1. Analyzes one or more global issues, problems, or opportunities facing the human race.

2. Can explain how these issues affect individuals or societies in both positive and negative ways.

**FX** - to be written by the student.

Each student with an FX competency must submit an approved (by the Instructor) summary which outlines how their focus area complements the material in the course. The focus area may be derived from the student’s educational concentration or business experience. After the focus area has been approved by the instructor, the student will be required to integrate his (her) focus area with all relevant course material. This process applies to all written papers, exams and other deliverables.

**Required Readings**

**PEARSON CUSTOM BUSINESS RESOURCES**

Compiled by DePaul University Special Edition

**ISBN: 10: 0-558-72254-7**


Textbooks can be ordered by accessing the following link: http://depaul-loop.bncollege.com
The Following Are the Main Deliverables In This Course:

- **Two Individual Slide Presentations** (10-15 minutes). Prepare (1) a preliminary outline of the Final Project Business Proposal; and (2) prepare a preliminary summary of the financial tools to be applied in the Final Project - Investment Analysis Paper. Both assignments will be critiqued by instructor and students; 10 points (5 points each), 10%

- **Final Project - Business Proposal**- Prepare a written proposal of 800 to 1000 words to be presented in the “Barracuda Tank”; 40 points, 40% of total grade

- **Final Project - Investment Analysis Paper**– Prepare an investment analysis of each student investor seeking equity funding in the “Barracuda Tank;” 40 points, 40% of total grade

- **Short Quiz** to assess the understanding of financial concepts and tools used in the course; 10 points, 10% of total grade.

A grading rubric will be provided which identifies specific criteria for the papers and presentations.
Assignments are evaluated as follows:

A = designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C = designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

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Course Agenda

Classes meet on Wednesdays, 6:15pm – 9:30pm

SESSION 1    INTRODUCTION TO ACCOUNTING    September 5th
School for New Learning  
DePaul University  
Course syllabus: Evaluating Accounting and Finance Principles: A Global  
Perspective Chicago Campus-Fall 2018

Assigned readings:

**PEARSON CUSTOM BUSINESS RESOURCES**  
THE FINANCIAL STATEMENTS, pages 1 – 51; ACCRUAL ACCOUNTING & INCOME, pages 53 – 119.

**SESSION 2  ACCOUNTING SESSION  September 12th**

Assigned readings:

**PEARSON CUSTOM BUSINESS RESOURCES** SHORT –TERM INVESTMENTS & RECEIVABLES,  
page142 – 164; INVENTORY & COST OF GOODS SOLD, page 189 – 213; LIABILITIES, page 249 – 281;  
STOCKHOLDERS'EQUITY, page 309 - 337

**SESSION 3  ACCOUNTING SESSION  September 19th**

Assigned Readings:

**PEARSON CUSTOM BUSINESS RESOURCES** LONG-TERM INVESTMENTS & INTERNATIONAL OPERATIONS,  
page 369 – 393.

**SESSION 4  INTRODUCTION TO DOMESTIC FINANCE  September 26th**

Assigned Readings:

**PEARSON CUSTOM BUSINESS RESOURCES** INTRODUCTION TO THE FOUNDATIONS OF  
FINANCIAL MANAGEMENT, page 533 – 553

**Assignment due**: First Slide Presentation for **5 points**
SESSION 5  DOMESTIC FINANCE SESSION  October 3rd

Assigned Readings:


SESSION 6  DOMESTIC FINANCE SESSION  October 10th

Assigned Readings:


Assignment Due: Second Slide Presentation for 5 points

SESSION 7  INTRODUCTION TO INTERNATIONAL FINANCE  October 17th

Assigned Readings:

PEARSON CUSTOM BUSINESS RESOURCES INTERNATIONAL BUSINESS, page 705 – 726

SESSION 8  USING FINANCIAL TOOLS TO MAKE INVESTMENT- Part I  October 24th

Assigned Readings:

ANGEL INVESTING: THE GUST GUIDE TO MAKING MONEY AND HAVING FUN INVESTING IN STARTUPS

Assignment Due: Short Quiz for 10 points
SESSION 9 USING FINANCIAL TOOLS TO MAKE INVESTMENT - Part II October 31st

Assigned Readings:

ANGEL INVESTING: THE GUST GUIDE TO MAKING MONEY AND HAVING FUN INVESTING IN STARTUPS

Final Project due: Business Proposals Due for 40 points

SESSION 10 November 7th


SESSION 11 (tentative) November 14th

Clean up and make up session, if needed.
INSTRUCTOR POLICIES

Attendance
Attendance and participation is essential. In the event of a planned absence it is imperative that students communicate with the instructor in advance of class. Students will be responsible for obtaining information missed due to class absences. Always consult D2L for current handouts and missed assignments. Any student who misses more than two out of ten classes cannot meet the requirements necessary for a passing grade.

Late Assignments - Assignments are late if they are not posted on due date as displayed on the course syllabus. Technological issues are not considered valid grounds for late assignment submission. In the event of a University of Phoenix server outage, students should submit assignments through email to the instructor and post properly when systems are restored. There is a 10% penalty per day for late assignments. Assignments submitted after four days will not be accepted.

Written Assignments – All written assignments need to be written and cited using APA format. Grammar, usage, and style should conform to standards. Twenty percent of the grade will be based on style, mechanics and format including such items as clarity of communication, sentence and paragraph construction, punctuation, spelling, and grammar

Slide Presentations. Presentations will be graded on content development, conciseness, organization and creativity. If it is a team presentation, points here will be awarded on a group basis, in other words, everyone in each team will receive the same points. For team presentations each member of the team should participate in the presentation; visual aids (such as PowerPoint, flip charts, relevant objects) are strongly encouraged.

Feedback
Comments, feedback and scores will be provided by the Instructor on assignments within 5 days of when they were submitted.

Late Arrivals/Early Departures - It is imperative that all students arrive to class on time and remain for the full four hours. Arriving late and leaving early causes students to miss important
information provided related to the topics of the day. It also limits the degree of participation contributed by students.

DEPAUL UNIVERSITY POLICIES

Statement on Plagiarism

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) the direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s; (b) copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else; (including research papers purchased from any other person or agency) and (d) the paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

Incomplete Grades

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was
assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally requests in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

**Students Who Need Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;

- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.