

Levels of importance

The rest of this section presents the following information per subject :

- 1) Specific objectives (list of knowledge and abilities to develop)
- 2) Readings
- 3) Suggested problems

Readings must be studied in relation with the specific objectives aimed at. In the present course, there are three levels of requirement. Level C is at a basic level, requiring to identify or describe notions. Level B incorporates level C plus the ability to go deeper into the subjects but without being able to perform precise calculations. Level A incorporates levels B and C plus the ability to apply knowledge to practical situations with calculations when needed. We can summarize the three levels as follows :

- Level C (lowest) = know that it exists and be able to do a general discussion on the topic, without entering into too many application details
- Level B = know that it exists + be able to do a qualitative discussion on the topic, without being able to perform precise calculations
- Level A (highest) = be able to discuss + apply + support with calculations

Supprimé : C

For example, here is how the requirements could apply to a subject like R&D :

- Level C (lowest) = define research in general and know that it must be expensed immediately in the income statement + define conceptually what development means and know that it can allow some amounts to be capitalized in the balance sheet
- Level B = be able to identify various R&D expenditures + discuss their impact on financial statements (without necessarily doing calculations)
- Level A (highest) = identify + discuss + calculate amounts of R&D items in financial statements

Supprimé : C

Caution: Understanding⁶ is not necessarily correlated with the number of hours spent in studying. The author of this document observed that students who perform better in advanced accounting are those who listen attentively in class and who use discernment in deciding what readings and problems to do. They often spend less time in studying than other students who are unable to use their judgment and adapt their study according to the importance of subjects. Another key-success-factor is that their self-study and preparation is up-to-date with the flow of the course. It is better to have a good overview of the forest as a whole (and be able to make logical deductions and adapt to various situations) than to concentrate on some isolated trees (and have no idea of the underlying substance).

Readings are classified into two categories: recommended and optional.

- *Recommended readings* must be carried out in relation to the specific objectives per subject. They begin with Canadian accounting standards available in the *CICA Handbook*. Other recommended readings refer to Beechy/Conrod, Byrd/Chen and some other references usually available from the website.
- *Optional readings* provide more details about the various subjects covered and the prior knowledge required. Some of these references may be looked at by students who want to go deeper into the subjects or wish to see other approaches or alternative explanations.

Readings provide explanations aiming at understanding the subject matters. They should be studied in conjunction with the specific objectives they relate to. More importance should be attached to the parts of readings directly addressing the specific objectives per subject and less importance to the parts extending beyond these objectives or addressing exceptional cases. This is due to the fact that

⁶ Memorizing is not understanding...