

Tippie College of Business

Valuation of Financial Claims Writing Assignment Guidance

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Basic assignment requirements

A 2-page academic/argumentative essay

- Not a memo
- Not an investigation or issues paper

Needs: intro, thesis, claims, consistent argument, precise language, and a conclusion

Skill building occurs through increasing complexity of communication assignments

	1 st Sem. Junior	2 nd Sem. Junior	Senior Year	M.Ac. Year
Writing	<u>Structured documents w/ takeaways:</u> Standard memos, basic tax memos w/ instructor-provided issues section	<u>Unstructured document w/ thesis and evidence: 2-page argumentative essay (x2)</u>	<u>Enhanced writing:</u> Group writing, tax memos w/ student-created issues section, integrating data visualization in written documents, addressing counterarguments	<u>Advanced writing:</u> Integrating more rigorous research, relating ideas, identifying implications, writing on a PPT slide deck
Presentation	Recorded individual interview question response		Recorded group presentations for data visualization tasks and risk analysis	Live group presentations to external audience
Data Visualization and PPT Slide Design	PPT slide design (text only)	<u>One basic visualization w/ Excel in a written document</u>	Three visualization assignments w/ Excel or Tableau, PPT slide design (text + visuals)	Advanced visualization within a slide deck, client-ready PPT slide design

Why an essay?

Inc. Measurement & Intro to Tax = structured writing

Valuation papers = less structure

- 2 pages of consistent argument
- Requires your own organization instead of relying on format
- Next step in your development as writers and critical thinkers

Paper organization should include 4 or 5 paragraphs

1st paragraph = Context and Thesis

2nd paragraph = Claim #1

3rd paragraph = Claim #2*

4th paragraph = Conclusion

* You can write 3 body paragraphs, but that may not be enough space for sufficient analysis or support

Thesis statements guide the content

1-2 sentences that explain your argument

Your own thoughts on the issue at hand

Thesis is supported by each body paragraph

Think: Road map



An effective thesis is not:

Obvious or broad

“Playing the stock market has the potential for reward but also carries great risk.”

Procedural

“In this paper I will discuss the issue of inventory valuation.”

Description

“The accounting industry is still adapting to increasing AI usage.”

Thesis Statements are clear and narrow

“Inventory valuation is particularly prone to bias because corporate management often provides overly optimistic estimations for inventory as they seek to meet investor demands for profit.”

Thesis Statements are previews

“As the United States government negotiates an upcoming COVID-19 economic relief bill, they should stipulate that relief funds may not be used to repurchase stock, and that companies should not receive relief funds in excess of their recent stock repurchases.”

Claims are topic sentences w/ argument

Each body paragraph should begin with a defensible claim

- Topic sentence: “Strauss and Jones discuss the subjective nature of inventory valuation.” (clear topic, no argument)
- Claim: “Strauss and Jones only discuss inventory valuation and ignore the issue of bias.” (clear topic w/ argument)

No summary/outside quotes to begin a paragraph

Consistent, effective claims needed for a B- or higher

Thesis + claims create argument

Thesis: “A company that provides its leaders with stock compensation creates inequalities between executives and corporation stakeholders, resulting in...”

Claim #1: “Issuing more shares to compensate executives dilutes current shareholder interest in the corporation, leading to inequality in ownership and voting power.”

Claim #2: “Offering stock compensation to executives widens the compensation gap between senior and lower-level employees, resulting in greater income inequality.”

Elements for an effective conclusion

Larger **implications** of your argument not already discussed at length in your body paragraphs

The short-term and/or long-term **consequences** of your thesis

Future research that could be explored if you were to write a “Part II” of your paper

Avoid simply repeating your argument

Rubric prioritizes argumentation

“B” papers = thesis, claims, conclusion, and consistent argument throughout

“A” papers = all of the above elements plus precise language that is free of style problems (more on next slide)

“C” papers = inconsistent use of claims or an overly broad thesis/claims

“D” papers = mostly summary/description, or lack effort

Micro-skills/grammar determine +, flat, or -

Style problems to avoid

2nd person unless you are speaking directly to your intended reader

- No “you”, “your”, or “y’all”

Broad statements (“Everybody knows...”)

- Especially at the beginning!

Being too casual

- Think about your audience – a supervisor or a buddy?

Other problems to avoid

Including unnecessary information (real examples)

- Movies you've seen, internships you've held, school plays you performed in, things your grandma said

Writing in an aggressive or informal tone

What Happens
At Grandma's



Stays At
Grandma's

Tip for success #1: Review your work



Read your work out loud to find places with too many words, typos, or missing words



Check that body paragraphs begin with claim statements that collectively form a chain

Tips for success #2: Use resources

Visit consultant during Valuation office hours

Visit the Frank Center

→ Students who go to consultant or Frank Center have better results



For questions or concerns

Course Writing Consultant: TBA

[Office Hours appt](#) on weeks of submission dates:

Frank Center Peer Consultants

Open 10-6 M-Th, 10-3 F (in-person and virtual appointments available)

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