

Cedar Crest College

Title:	Financial Accounting
Catalog Number:	ACC 101
Instructor:	W. Michael Donovan, MBA, CMA
Office Hours:	Tuesday and Thursday 4:30pm to 5:45pm
Course Meets:	Tuesday, Thursday 6:00pm to 9:00pm
Credits:	3
Prerequisites:	None for business, accounting, or marketing majors. Prerequisite non-majors: sophomore standing or permission of instructor.

Format: Lecture/Discussion

Course Description

An introduction and development of the overall accounting function from analysis of business transactions and their systematic recording to the interpretation of the resulting financial statements. Students also develop decision-making skills based on a set of ethical accounting principles.

Course Objectives

This course prepares a student to become skilled at basic accounting procedures, with the intent of accurately presenting financial information for decision-making. The material is vital for all participants in business. Students will learn about balance sheets, income measurement, the recording process involving journals and ledgers, and the accounting cycle. Students will also examine the major elements of financial statements such as sales and accounts receivables, inventories, long-lived assets, liabilities, and equity. Financial statement analysis occurs throughout.

Outcomes / Assessment

Upon completion of the course, students are able to:

1. Explain the accounting equation.
2. Apply the use of the accounting mechanism that maintain the accounting equation (debits and credits).
3. Produce a chart of accounts.
4. Describe and maintain an accrual accounting system with appropriate adjusting entries.
5. Complete an accounting cycle and produce financial statements.
6. Value inventory accounts.
7. Compute and establish reserves for bad debts.
8. Compute and record depreciation amounts.
9. Compute and record various short and long term debt amounts.
10. Explain the various capital structures available to a business and record entries to the capital accounts.
11. Prepare a statement of cash flows.
12. Compute and explain financial statement ratios.

Assessment is through homework, quizzes, exams, and written material that demonstrates student understanding of concepts.

Topical Outline of Instruction

1. Introduction to Accounting
2. Recording
3. Adjusting
4. The Accounting Cycle
5. Merchandise Operations
6. Inventory
7. Accounting Principles
8. Internal Control and Cash
9. Receivables
10. Plant Assets
11. Liabilities
12. Equity
13. Investments
14. State of Cash Flows
15. Financial Statement Analysis

Course Requirements

Students must complete the following as minimal requirements:

Successfully take and pass a mid-term

Successfully take and pass a final exam

Complete 5 online quizzes.

Prepare a 2 page written analysis of financial statements

Regularly attend and participate in class

Student Evaluation and Grading

20% - mid-term exam
30% - Final exam
20% - Online quizzes
10% - Essay
20% - Class Participation, Attendance

100% - Total

Examinations are based on class lectures, the text, and homework.

For each chapter, you should complete suggestion problems. You do not have to hand in homework. However, **IT IS STRONGLY RECOMMENDED THAT STUDENTS ATTEMPT AS MANY PROBLEMS AS POSSIBLE**. You should allow 2 hours of read and problem solving time for each hour of class time. Progress is measured by completion of four, 20 question, multiple-choice quizzes that are available online at ECompanion.

The essay assignment asks students to compare and contrast two financial statements.

Class discussion is evaluated in terms of relevance and contribution to a topic. Please try to develop comments based on lessons on the course and sound, rational thinking that extends our perspective. However, insightful, thought-provoking questions are encouraged and treated favorably in the evaluation. Significant effort is spent having students gain new perspective on the world in which they live. Thus, bringing in news from outside readings is useful.

There are no extra credit opportunities. Students should focus on the course requirements, and they will do fine.

Grading Guidelines for Written Material

Any written material submitted for grading should contain all of the following elements:

Match the requested style requirements defined by the instructor.

- Have a clear, plausible thesis or focused point stated in the introduction.
- Evidence which is both necessary and sufficient to defend the focused point. Avoid wandering from the focused point.
- As required, in longer pieces, a conclusion which reinforces the thesis or focused point, gives its significance, and places it in a wider context.
- Correct spelling, grammar, and mechanics
- Factual accuracy.
- Thoughtful analysis (the use of relevant tools to examine material) and interpretation throughout.

- Originality; personal discovery of new ideas (concepts).

The following guidelines are used to assign each range of letter grades:

F The paper fails to meet minimum requirements.

D (D to D+) The material contains major errors of fact or major misunderstanding of key issues. It lacks a clear train of thought or expresses ideas incoherently. Mechanics (grammar, etc.) and structure are poor.

C (C- to C+) The material summarizes facts accurately but fails to state significance, or it has a focused point (thesis) but fails to support it with adequate and appropriate evidence. Structure and mechanics are generally correct. (Definition of “significance.” The quality of being worthy of attention; importance: adolescent education was felt to be a social issue of some significance: The meaning to be found in words or events. Definition of “meaning.” To show, imply, convey – especially to help with understanding.

B (B- to B+) In addition to factual accuracy and correct mechanics and structure expected of “C” work, the material has a point of view and demonstrates an understanding of major concepts developed within the course. The focused point is well developed with adequate and appropriate specific examples. Examples are important!

A (A- to A) In addition to the expectations for “B” work, the material goes beyond the basic requirements of the question. It does not merely summarize what books and/or the instructor have said on the question, but demonstrates original thinking. It sets the problem in a broader context, sees the relationship among ideas, and is written clearly and convincingly. Getting an “A” Does not mean the bare minimum. There must be a demonstration of insight to the lessons of the course and the purpose of the assignment.

Grading guidelines for class discussion:

F – Exhibits virtually no involvement in discussions.

D (D to D+) Demonstrates infrequent involvement in discussion. Points that are made do not show understanding of material, adequate preparation, or a willingness to offer original thoughts. Instead, there are repetitious or superficial comments.

C (C- to C+) Demonstrates adequate preparation. Knows basic facts, but does not show evidence of interpretation or analysis. Offers information straight from readings without elaboration or analysis.

B (B- to B+) Good preparation by knowing facts well and thinking about implications. Offers interpretations and analysis of material. Contributes frequently and interestingly to the conversation. Responds to student points. Thinks through own points. Asks questions constructively. Helps to consider alternative points of view.

A (A- to A) Excellent preparation by analyzing material deeply and thoroughly. Relates cases and discussions to readings and other material. Offers analysis, synthesis, and evaluation of material. Brings pieces together to help forward learning in the class. Contributes often. Stays focused. Responds to comments of other students productively. Cooperative in debates.

Student Responsibilities

Attendance:

As indicated by college policy, attendance is required. However, adults do have busy lives. Therefore, a limited number of missed classes are tolerated as long as students make a reasonable effort to alert the instructor at least 1 day before class. Reasons for missing class can include family, employment, religious, or other situations of similar importance. Required work can be passed in late or made-up if appropriate notification occurs. *if timely notification does not occur, then late work or make-ups will be allowed only at the discretion of the instructor. the opportunity is a privilege and is not to be abused.*

Policy on Collaboration:

I fully support the Cedar Crest College Honor Code and the Classroom Protocol code as stated in the Customs Book. Students should become familiar with the Honor Code. It is important for your own personal development.

Each student is responsible for maintaining strict standards of academic honesty. Anyone caught cheating will be dealt with severely. In order that every student understand what is (or is not) acceptable, the following guidelines are offered.

Discussions of assignments with other students and members of the teaching staff is both permitted and encouraged as a constructive educational practice. Students are expected to write their papers on their own, based on their individual level of progress with the material. Copying of another's work and representing it as one's own work is a serious academic offense, and will be treated as such.

Homework plays a dual role in your education. They are an essential part of the learning process in that they require the synthesis and extension of concepts. They also help both the student and the instructor evaluate one's progress in mastering the material. The requirement that completed homework be submitted for grading reflects the great importance the instructor attaches to these functions. Past experience indicates that generally the course material can not be adequately mastered without active involvement on your part. *Merely attending class and reading the text can create a false sense of understanding.* In turn, the instructor is denied knowledge of the student's difficulty and can not bring assistance to bear effectively.

Discussion of homework assignments with others who are also struggling with them can be highly beneficial and is encouraged. Most real-life problems are solved by group efforts, and it is important to learn how to solve problems cooperatively. The interaction with others working on the same problem often reveals different approaches to common difficulties. These benefits do

not accrue when one interacts with someone who has already untangled the problem and simply demonstrates the solution.

How Not To Do Well:

A lack of trying will contribute to poor performance and potentially a poor grade. Learning is about effort, diligence, and perseverance. Do not wait until the last minute. Ask questions. Demand understanding, but mutually contribute to its production.

Policy on Plagiarism

In the event of suspected plagiarism, I will let the student know of my concerns. Sometimes plagiarism is not intended. However, if a major component of any work is copied, the student risks receiving a failing grade without discussion. She may follow college policy to appeal the grade.

Text, Tools, and/or Supplies

The following is the required text, and can be obtained at the College Bookstore:

Weygandt, J.J., Kieso, D.E., and Kimmel, P.D. (2008). *Financial Accounting, with Annual Report, 6th Edition*. ISBN 0-978-0-470-12884-8. (Wiley).

You must learn how to log on and use the ECompanion Online system.

Students must have a Cedar Crest College email account. Only this account can be used to send graded material. Please read regularly a national or international newspaper/magazine.

You may also use ECollege/ECompanion email features.

Cedar Crest College Assistance for Disability Policy

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center (x3484 or 610-606-4609)

Detail

(Homework key: BE=Brief Exercises, E=Exercises, P= Problems – always from SET A)

Date	Reading	Suggested Homework	Assignment
Tuesday, May 20 Introduction	Chapters 1	BE 1 – 10 E 1-12, 14-16 P 1, 2, 4	
The Recording Process	Chapter 2	Begin reading	
Thursday, May 22 The Recording Process	Chapter 2	BE 1 – 10 E 1 – 12, 14 P 1, 3, 5	Quiz for Chapters 1 and 2
Tuesday, May 27 Adjusting the accounts	Chapter 3	BE 1 – 11 E 2 - 14 P 1, 2, 3, 4, 5	
Thursday, May 29 Completion of the Accounting Cycle	Chapter 4	BE 1 – 10 E 1, 2, 3 E 4, 6, 7, 9 P 1 – 6	
Accounting for Merchandising	Chapter 5	BE 1 – 11 E 1 – 9, 11 P 1, 2, 3, 4	Quiz for Chapters 3-5
Tuesday June 3 Inventories	Chapter 6	BE 1 – 9 E 1, 3, 4, 5, 6 E 7, 8, 9, 10, 11 P1 - 7	
Thursday, June 5 Mid-Term	Mid-Term	Mid-Term	Mid-Term, chapters 1-6

Date	Reading	Suggested Homework	Assignment
Tuesday, June 10			
Accounting Principles	Chapter 7	BE 1 – 11 E 1, 2, 4, 7, 8, 9	
Internal Control and Cash	Chapter 8	BE 1 – 11 E 1 – 3, 8, 10	
Accounting for Receivables	Chapter 9	BE 1 – 12 E 1, 2, 3, 4	
Thursday, June 12			
Accounting for Receivables	Chapter 9	E 5 – 10 P 1, 2, 3, 4, 5, 6, 7	Quiz for Chapters 7 - 9
Plant Assets	Chapter 10	BE 1 – 14 E 1 – 4	
Tuesday, June 17			
Plant Assets	Chapter 10	E 5 – 10, 13, 14 P 1 – 6	Essay question handed out
Liabilities	Chapter 11	BE 1 – 6, 8, 9 E 1 – 10 P 1, 2, 3, 4, 5	
Thursday, June 19			
Equity	Chapter 12	BE 1 – 12 E 1, 2, 4, 5, 7, 9, 10, 13, E 9, 10 P 1, 2, 3 (except “d”), 4, 5	Quiz for Chapters 10 - 12
Investments	Chapter 13	Discussion	
Tuesday, June 24			
Statement of Cash Flows	Chapter 14	BE 1 – 11 E 1, 2, 3, 4 E 5, 6, 7, 9 P 1 – 9	

Date	Reading	Suggested Homework	Assignment
Thursday, June 26 Financial Statement Analysis	Chapter 15	TBA	
Final on Tuesday, July 1			Essay Due or earlier