

Acct 2301 – Section 002
Principles of Accounting I – Spring 2017

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Office Hours: Tuesday & Thursday: 9:00 am – 10:00 am

Office: COBA 215

COURSE OBJECTIVE: Your engagement in the course should enable you to achieve the following:

Expected Results	What we will do (activities)	How we measure the results
<ul style="list-style-type: none"> • Explain the uses of the balance sheet and income statement. • Explain why accrual accounting is superior to cash basis accounting. • Identify the basic elements of the balance sheet and income statement. 	<ul style="list-style-type: none"> • In-class, group-based tasks which address the focal points of the course. 	<ul style="list-style-type: none"> • Compact, in-class exams which provide a quantitative measure of student competence. • Supplemental assignments to rehabilitate exam performance.

TEXT: Financial Accounting Fundamentals, Wild, 5th ed (McGraw-Hill), with or without CONNECT (see course grades below, which allow you to achieve the maximum points without CONNECT; however, I recommend that you use CONNECT).

IN-CLASS PROTOCOL: *This course requires active learning. There is no lecture!* Proficiency with the exercises posted on Blackboard AND familiarity with the chapter page references **before** class allows students to effectively interact with their group members and the instructor **during** class. Each class session typically includes two activities (note the class activities are subject to change at the discretion of the instructor):

- 1) approximately sixty (60) minutes of each class session represent opportunities students to use their texts, notes and feedback from group members, etc. to enhance their pre-class understandings of the concepts. The professor circulates throughout the classroom during this period to facilitate the learning process. Note that student questions such as “how do you do this” indicate that the student is unprepared for the class session. *There are no tools available to the instructor that will prepare the unprepared student for the ensuing tests.* Students must work within the groups assigned by the instructor at the beginning of the semester, or they will receive a score of zero for the corresponding daily mini test.
- 2) students use approximately twenty (20) minutes to complete an individual mini-test without any use of texts, notes, computer, phone, group members, etc. Each student works independently, and submits the answers using his or her individual scantron and test document. The tests assess the student’s understanding of the daily topics introduced in the daily assignments (i.e., the instructor’s exercises as well as the chapter page number assignments).

COURSE GRADES: Your accumulation of points earned from the following activities will determine your final grade for the course:

	<u>Cumulative Points</u>	<u>% of Total</u>
Group 1 assessments:		
Mini tests (29 attempts @ 100)*	(930 – 2,400)	35 – 91
Pre-class LearnSmart (25 attempts @ 35)	(0 – 770)	0 – 29
Post-class Homework (23 attempts @ 35)	<u>(0 – 700)</u>	<u>0 – 26</u>
Sub-total (maximum from Group 1)	2,400	34 – 91
Group 2 assessment:		
Final exam	<u>250</u>	<u>9</u>
Total	2,650	100.0

* Students may miss as many as five (5) mini-tests and continue to earn the maximum mini-test points (i.e., 2400).

The professor assigns letter grades as follows (percentages of total course points):

A’s	90% – 100%	D’s	60% – 69.99%
B’s	80% – 89.99%	F’s	< 60%
C’s	70% – 79.99%		

Students must monitor their scores as posted on Blackboard, and promptly notify the professor via email (i.e., rnfrancis@utep.edu) of any discrepancies.

MINI-TESTS: TURN YOUR PHONE OFF AND STORE IT OUT OF IMMEDIATE REACH!! The mini-tests assess student comprehension of the daily topics. An important pre-requisite for attempting any mini-test is the compliance with all university and instructor policies, including (but not limited to) the provision of the student's true and correct university student identification number upon request from the instructor or any university official. The tests are **individual test performances** (i.e., not group performances), which forbid ANY between-student communication. The testing formats include multiple choice, true/false, open-ended problems, short-answer and other formats. All students **must be proactive** toward the intentional or unintentional disclosure of their answers to other students. This requires **all students to position their test documents on the table such that neighboring students may NOT view any calculations or final answers. Students must turn their test documents face down if they remove their arms from the tabletop. All student scantrons MUST remain under the student's test document such that neighboring students are unable to see any marked answers. Any act which reveals a student's answers to neighboring students in any form is an act of academic misconduct and will result in a score of zero for the current test.**

The only permissible items that may be present on the student's desktop area during the mini-tests are the test documents, scantrons, pencils, erasers and a calculator that is NOT integral to a cell phone. It is important to realize that the professor reserves the right to seat, re-seat and dismiss students and visitors to achieve the educational objectives of the course, as well as academic integrity in general. Failure to comply with the professor's instructions for the tests will result in a zero for the current test. Scantrons submitted for anyone other than the student himself or herself are fraudulent scantrons, and represent acts of academic misconduct subject to the full consequences available through the Office of Student Life.

Students who arrive to the classroom after the instructor begins distributing the test documents will sit for an alternative test. This policy minimizes the possibility that students exiting the classroom are unable to convey the solutions to students who have yet to enter the classroom and sit for the test.

Mini-test solutions: Students are generally able to view the test solutions immediately after submitting their test materials to the professor. Immediate feedback allows students to close the learning loop and improve their understanding of the topics. Any student who views the test solutions, and then attempts to convey the solutions to another student or group of students whose test submission(s) is (are) incomplete (including students in a different section of the course) is automatically subject to any and all consequences of academic misconduct, including a zero on the current day's mini test. *Any student's inability to protect the integrity and confidentiality of the test solutions may also result in the professor deferring or withdrawing the availability of the test solutions.*

Mini-test submission: Each student must properly submit both the scantron and ALL exam/test documents to the professor upon the timely completion of the exam/test. Proper submission includes, but is not limited to: the use of a **pencil** to complete the scantron answers, the legible **PRINTED** appearance of the student's first and last names on the scantron and the test, a flat scantron such that is suitable for machine grading (i.e., 95% or more of the scantron's flat surface is in direct contact with a tabletop), and the **prompt** submission of the scantron and exam when the professor ends the examination period (i.e., calls for the exams). Failure to PROPERLY submit ALL exam/test documents results in a zero for the current mini-test. Failure to submit the test document results in a score of zero for the current test, and also represents an act of academic misconduct subject to the maximum penalty allowable. Note that a student who completes the exam and fails to submit a scantron will also receive a zero for the examination. Any submissions after the instructor collects the scantrons are deemed late submissions, where the student receives a score of zero for the test. Student scantron responses are the sole basis for mini-test scores (test document markings/responses are irrelevant). Students who revise their scantron answers during the examination period are at risk of the scantron machine finding two answers (the original answer with an erasure, and the revised answer), and penalizing the student with an incorrect response. The instructor recommends that students use a new scantron rather than erasing to change answers. Scores for scantrons with erasures are irreversible. The proper submission of scantrons and test documents is solely the student's responsibility. There are absolutely no exceptions to these policies.

a) **Once students submit their mini-tests to the professor, they must NOT return to any area in the classroom where other students continue to work with the test. This requires the student to gather his or her belongings, along with the test materials, before viewing the test solution.** Failure to comply with this requirement results in a score of zero for the mini-test, and a report of academic misconduct to the Office of Student Life.

b) Students must bring their own pure calculators (no cell phone calculators) and pencils for use with the mini-tests and scantrons. **Failure to properly store cell phones results in test scores of zero for the current test (no exceptions).**

- c) **Students will need at least one (1) original, brand-name Form 815E scantron for each and every class session.** Use of generic scantrons may result in a lower test score due to a machine-reading anomaly. Any recorded score that results from the use of a generic scantron is not subject to review other than a pure input error by instructor. Hence, if the machine incorrectly generates a test score with the use of a generic scantron, the machine-generated score is final.
- d) **Students receive scores of zero when they fail to store cell phones out of immediate reach during the examination period (no exceptions).**

PRE-CLASS LEARNSMART QUIZZES: These are *out-of-class, online* assignments which provide students with opportunities to supplement their mini test scores. Each pre-class quiz is worth 35 points, and a maximum of 770 points will count toward the student's final grade when the combined total of mini test points and post-class quiz points is less than 2,400. The pre-class quiz points, post-class homework assignment points and the mini-test points are interdependent, where the maximum combined total points are 2,400. *Note these quizzes are due at 12:00 pm on the day of the scheduled class*, and will only count toward the student's final grade when the combined total of mini test points and post-class homework points is less than 2,400. Also note that these quizzes are available online using the BLACKBOARD link to McGraw-Hill CONNECT.

POST-CLASS HOMEWORK: These are *out-of-class, online* assignments which provide students with additional opportunities to supplement their mini test scores. Each assignment is worth 35 points, and a maximum of 700 points will count toward the student's final grade when the combined total of mini test points and pre-class quiz points is less than 2,400. The pre-class quiz points, post-class homework assignment points and the mini-test points are interdependent, where the maximum combined total points are 2,400. *Note these assignments are due at 12:00 pm on the day after the scheduled class*, and will only count toward the student's final grade when the combined total of mini test points and pre-class LearnSmart quiz points is less than 2,400. Also note that these assignments are available online using the BLACKBOARD link to McGraw-Hill CONNECT.

FINAL EXAM: Wednesday, May 8, 7:00 am. The final exam is comprehensive, and is an individual test (i.e., not a group test). An important pre-requisite for attempting the final exam is the compliance with all university and instructor policies, including (but not limited to) the provision of the student's true and correct university student identification number upon request from the instructor, instructor's assistant or any university official, as well as the production of a government issued medium of personal identification. All students must sit for the final exam *in accordance with the official university final exam schedule* (i.e., everyone takes the exam at the same time). ***No exceptions.***

EXTRA CREDIT: None.

ABSENCES: The scoring scheme mentioned earlier allows students to earn the maximum points for the course (excluding the final exam) with as many as **five (5)** absences. Student, family or friendly incidents such as the following ***will not qualify the student for any unique treatment or consideration:*** doctor appointments (any type of doctor), lawyer appointments, court appearances, traffic accidents with or without bodily injury, illnesses (including but not limited to colds, flus, Zika virus, allergies, pink eye, ear aches, tonsillitis, meningitis, toothaches, extraction of wisdom teeth, cuts, scrapes, bruises, hangnails, etc.), surgeries, pregnancies, annual physical exams, funerals, dermatological issues, job interviews, club meetings and trips, professional organizational meetings, hair style/haircut/nail appointments, accidents resulting in muscle sprains, strains, tears, broken bones, shaving accidents, anybody's wedding, veterinarian appointments, advising appointments, inability to find a parking spaces, demonstrations, parades, consultations with others (including other students, instructors, administrators, law enforcement authorities), etc. *This list of incidents is not exhaustive, as there are countless other possible incidents.* **There are no make-up exams/tests for unexcused absences.** An unexcused absence from an exam/test will earn a score of zero. An official university excused absence **with advance notice** will qualify the student for an attempt to acquire the missed exam points. The professor will use his discretion to determine the protocol for attempting to acquire such missed exam points, and the protocol includes, but is not limited to written exams, oral exams, presentations, averages of other exams, etc. There are no early exams/tests, where the student begins and completes the exam/test prior to the time that the class as a whole begins and completes the test. Additionally, there are no post-exam tests, where the student begins and completes the exam/test after the scheduled examination period. *Students are only able to begin and complete the tests at the time that the class as a whole begin and complete the tests.*

ATTENDANCE: University policy requires students to attend all classes and arrive on time. *Students must carry their UTEP ID with them at all times on campus* (see Section II, Chapter 7 of the university handbook of operating procedures).

INTERNET ACCESS: Blackboard is an important tool, and students **MUST** gain internet access to the **Blackboard** link at www.utep.edu. The professor will post grades, etc. on the course's Blackboard website. Use the computer labs on campus if necessary. **Note that the professor welcomes e-mail communication with students to enhance the learning experience.**

E-MAIL ACCESS: Students must frequently monitor their university e-mail accounts, as the instructor uses this medium to communicate important information.

STRATEGY FOR SUCCESS: The instructor recommends that students develop a strategy for the successful completion of the course. It is critical that the student's strategy begins with the acceptance of the responsibility for the outcome. Another critical component of the student's strategy is the willingness to prepare him- or herself for each class. The key here is that the best defense is a good offense. The instructor supplies exercises, which along with the proper use of a textbook, go a long way toward preparing the student for class. If possible/practical, the instructor recommends studying with other students in the class, as collaboration helps all students. Finally, the Department of Accounting offers a limited amount of tutoring, and the tutoring schedule is available by inquiry in Room 260 of COBA.

ACADEMIC MISCONDUCT: In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts, *fraudulently submitting test materials for another student, and viewing test solutions, then transmitting the solutions to another student who is taking or has yet to take the test.* Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures (HOP)* available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in questions, to failing grades in the course, to suspension or dismissal, among others.

DROP DATE: The grade of "W" is available to all students until **March 30, 2017**. **DO NOT ASSUME THE PROFESSOR WILL DROP YOU AUTOMATICALLY IF YOU STOP ATTENDING BEFORE THE March 30, 2017 DEADLINE.** It is YOUR responsibility to drop the class if it is your desire to do so. After the University drop deadline, a grade of "W" can be assigned only under exceptional circumstances and only with the approval of the professor and academic dean. Such students must petition for the "W" grade in writing and provide necessary supporting documentation. Exceptions to the **March 30, 2017** deadline will be rare and determined under exceptional conditions as noted in the University catalogue. All other students dropping after the deadline must be dropped with the grade earned as of the end of the semester. Statements on Faculty and Student Responsibilities are available on the College of Business website at: <http://business.utep.edu/About/responsibilities.aspx>.

ACCOMMODATIONS POLICY FOR THE UNIVERSITY OF TEXAS at EL PASO: If you have or suspect a disability and need accommodations, you should contact **Center for Accommodations and Support Services (CASS)** at **747-5148**. You may also email the office at cass@utep.edu or visit the office in the **Union Building East, Room 106**. For additional information, please visit the CASS website at <http://sa.utep.edu/cass/>.

CAMPUS CARRY: Individuals with a valid Texas Concealed Handgun License (CHL) may lawfully carry their handguns in a concealed manner while on campus in areas which do not explicitly prohibit handguns. For example, individuals may carry their handguns in most UTEP classrooms in a concealed manner (see the campus carry link below for exceptions). It is critical to recognize that the *official UTEP policy requires ALL individuals who carry handguns to conceal these weapons at all times while on campus. Texas state law prohibits the open carry of handguns anywhere on campus.* Please call Campus Police (X 5611) or 9-1-1 immediately if you feel someone is *intentionally* displaying a gun (or any weapon). For more information on campus carry, see <http://sa.utep.edu/campuscarry/>; and for more information on overall campus safety, see <http://admin.utep.edu/emergency>.

Principles I - Daily Plan - T/TH

Spring 2017

Week	Date	Topics	Week	Date	Topics
1	1/17	Review syllabus, class protocol, other.	9	3/14	Spring Break!
1	1/19	Group formation, who needs acctg info?	9	3/16	Spring Break!
2	1/24	Ch 1, GAAP, FASB, SEC,	10	3/21	Ch 1-3, Compare cash and ACR basis
2	1/26	Ch 1, Cash- vs. ACR-basis acctg equations	10	3/23	Ch 4, BI+PUR=GAS. GAS-EI=COGS
3	1/31	Ch 1, Cash vs. ACR basis transactions	11	3/28	Ch 4, Inventory purchases, sales, shrink
3	2/2	Ch 1, Cash vs. ACR basis fin stmts	11	3/30	Ch 5, Phys inv, phys flow, GAS, COGS, EI
4	2/7	Ch 2, Transaction analysis with ACR-basis	12	4/4	Ch 5, LIFO and average cost
4	2/9	Ch 2, Acctg cycle, JEs with DRs and CRs	12	4/6	Ch 5, Inven cost flow, fin stmt effects
5	2/14	Ch 2, Continue JEs	13	4/11	Ch 6, Cash, internal control, bank recon
5	2/16	Ch 2, Prep T/B generate fin stmts	13	4/13	Ch 7, Credit sales, uncollect rev, fin stmt
6	2/21	Ch 3, AJEs for prepaid, depr, accrued exp	14	4/18	Ch 7, A/R aging, notes receivable
6	2/23	Ch 3, AJEs for accrued rev, unearned rev	14	4/20	Ch 8, Plant asset cost, S-L depreciation
7	2/28	Ch 3, Adjusted T/B, prepare fin stmts	15	4/25	Ch 8, Deprec w/DDB, fin stmt effects
7	3/2	Ch 3, Closing entries	15	4/27	Ch 8, Cap vs. rev expenditure, asset sale
8	3/7	Ch 3, Closing entries, classified bal sht	16	5/2	Ch 12, Statement of cash flows
8	3/9	Ch 1 - 3 complete accounting cycle	16	5/4	Ch 13, Ratio analysis
				5/8	Final Exam @ 7:00 am

Principles I – Spring 2017

Estimated topical coverage for each class session

(subject to adjustment as necessary for actual coverage and instructor judgment)

(text page references appear in parentheses where applicable)

- 1/17 – Introduction, class protocol, focal point of course is external reporting (report generation, assumptions, principles, etc.)
- 1/19 – Group formation, Ch 1, accounting as an information system for external reporting, who are the outsiders, why outsiders need accounting information, debtor vs. creditor (pp. 4-6, 56).
- 1/24 – Ch 1, GAAP, SEC, FASB, conceptual framework, convergence, general principles and assumptions (pp. 8-12).
- 1/26 – Ch 1, Cash-basis vs. accrual-basis accounting equation (pp. 14-15).
- 1/31 – Ch 1, Cash-basis vs. accrual-basis transaction analysis (pp. 15-19, 100-101).
- 2/2 – Ch 1, Cash-basis vs. accrual-basis financial statements, excluding cash flows (pp. 20-23).
- 2/7 – Ch 2, Transaction analysis with accrual-basis accounting (pp. 55-59).
- 2/9 – Ch 2, Introduce journalizing transactions using debits and credits with accrual-basis accounting (pp. 55-69).
- 2/14 – Ch 2, Continue journalizing transactions using debits and credits with accrual-basis accounting (pp. 55-69).
- 2/16 – Ch 2, Prepare trial balance, generate financial statements (pp. 70-74).
- 2/21 – Ch 3, Adjusting entries, prepaid expense, depreciation expense accrued expenses (pp. 100-106, 109-110).
- 2/23 – Ch 3, Adjusting entries, accrued revenue, unearned revenue (pp. 107-108, 111-212).
- 2/28 – Ch 3, Adjusted trial balance and the preparation of the income statement (pp. 114-116).
- 3/2 – Ch 3, Adjusted trial balance, income statement, closing entries and the balance sheet (pp. 116-119).
- 3/7 – Ch 3, Closing entries and classified balance sheets (pp. 116-123).
- 3/9 – Ch 1-3, Complete accounting cycle.
- 3/14 – Spring Break!
- 3/16 – Spring Break!
- 3/21 – Ch 1-3, Compare **CASH-** and **ACCRUAL-**basis financial statements (this answers the key question of **WHY** accrual-basis accounting is superior to cash-basis accounting; relationship between balance sheet and income statement, working capital and current ratio.
- 3/23 – Ch 4, Bal sht and inc stmt differences for merchandise and service firms, inventory mechanics ($BI+PUR=GAS$; $GAS-COGS=EI$, gross margin ratio, excluding periodic inventory (pp. 167, 184).
- 3/28 – Ch 4, Inventory purchases (discounts, returns), inventory sales (discounts, returns), inventory shrink (pp. 168-170, 173-176, 184). (as few JEs as possible, focus on the financial statement effects of the transactions).
- 3/30 – Ch 5, Physical inventory, physical flow vs. cost flow, general idea of dividing goods available for sale into cost of goods sold and ending inventory, perpetual FIFO, excluding Spec ID (pp. 214-219).

Principles I – Spring 2017

Estimated topical coverage for each class session

(subject to adjustment as necessary for actual coverage and instructor judgment)

(text page references appear in parentheses where applicable)

- 4/4 – Ch 5, Perpetual LIFO, weighted average cost flow assumptions, effect of cost flow choice on gross profit and ending inventory (pp. 219-221).
- 4/6 – Ch 5, Effect of inventory cost flow choice on gross profit and ending inventory, days sales in inventory (pp. 221, 229).
- 4/11 – Ch 6, Cash vs. cash equivalents, internal control concept/limitations, bank accounts, and bank reconciliations as controls, (pp. 264-269, 278-281).
- 4/13 – Ch 7, cash vs. credit sales, valuation with direct write-off vs. allowance method, effects on the bal sht and inc stmt, days sales in A/R (pp. 314-316, 319-320).
- 4/18 – Ch 7, A/R aging, notes receivable (principal, maker, payee, interest computation, maturity (pp. 319, 322-323).
- 4/20 – Ch 8, Plant assets, cost determination, depreciation concept with S-L method (pp. 347, 348-351).
- 4/25 – Ch 8, Depreciation concept with DDB vs. S-L, bal sht and inc stmt differences (pp. 351-352).
- 4/27 – Ch 8, Capital vs. revenue expenditure, sale of plant assets (pp. 357).
- 5/2 – Ch 12, Purpose of the statement of cash flows, format, classification (pp. 528-531).
- 5/4 – Ch 13, Ratio analysis, current ratio, acid-test ratio, inventory turnover, D/E ratio, PM, ATO, ROA and ROE (pp. 595-601).
- 5/8 – Final Exam @ 7:00 am.