Instructor: TerryAnn Glandon
E-mail: tglandon@utep.edu
I will respond to all emails within 24 hours.

Bio: The University of Texas at Arlington – Ph.D.
Eastern New Mexico University – MBA
Western Washington University – BA (Accounting)
Certified Public Accountant – (Ret.)

Course Description: This course is designed to meet the writing requirements of the Texas Board of Public Accountancy. As such, the course will help students learn basic writing mechanics; business writing principles including organization, clarity and conciseness; and preparation of documents that are concise, accurate, and supportive of the subject matter in order to communicate effectively in the accounting profession.

Prerequisites: Enrollment in the Master of Accounting or Certificate of Accounting programs

Required Materials and Technology:
- Access to a computer that supports the use of the Blackboard Course Management System
- Sufficient computer skills so that you can navigate the Blackboard Course Management System and software such as *Microsoft Word.*

Course Objectives:
Upon completion students will:
- understand how to plan written communications to address a specific audience, e.g. clients, coworkers and other professionals
- have developed critical thinking skills through the practice of defining problems and generating and organizing alternative solutions
- understand how to draft, edit and refine business documents such as memos, letters, audit reports, and other business reports used in the accounting profession
- have utilized research material to support recommended client solutions
- have prepared to successfully respond to essay examination questions

Method of Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Blogs</td>
<td>10</td>
</tr>
<tr>
<td>Total points available</td>
<td>210</td>
</tr>
</tbody>
</table>
Grades will be determined based on the following:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
</tr>
</tbody>
</table>

At the graduate level, academic standing is based on CUMULATIVE GRADE POINT AVERAGE not by major or program of study. All coursework (GR/DR/SP) completed at the student’s respective level is part of the graduate academic record/transcript, and all respective grades earned are part of the cumulative GPA. This applies to all courses even if the courses are not part of the degree requirements.

- Courses are listed on transcripts with their respective cumulative grade point average according to the level of the course not the level of student.
- At the graduate level, courses cannot be repeated for GPA recalculation.

Probation

- Graduate students (degree seeking) in graduate programs must maintain a minimum 3.0 cumulative grade point average.
- Post-baccalaureate, teacher and professional certification and/or endorsement students (non-degree) must maintain a minimum 2.5 cumulative grade point average.
- Failure to meet the minimum cumulative GPA requirement will result in academic probation.
- If placed on academic probation, the cumulative GPA must be raised to a 3.0 for degree seeking students or 2.5 for non-degree seeking students by the conclusion of the next nine semester hours of enrollment or the student may face permanent dismissal from the Graduate School.

Weekly Writing Assignments:

Formatting:
The header of the documents should include Student Name, Assignment Name, and Due Date in the upper right corner.

Documents must be saved as Word documents before they are uploaded to Blackboard. This will allow me to edit and track changes in your documents before returning them to you.

Feedback:
This is writing class, so responses will be graded for grammar, punctuation, and spelling, as well as content, clarity and conciseness. For the first weekly writing assignment, I will provide detailed feedback, including rewriting unclear and awkward sentences. I will also provide Comments to address other issues. As the semester progresses and you gain more practice, I expect your writing to improve. This means that the feedback you get will be in the form of Comments such as Awkward or Unclear. You can develop your writing skills by reviewing the feedback provided to you.

Why don’t I continue to rewrite your sentences throughout the semester so you can easily see exactly what is wrong? First, your skills will not improve as much if I do all the “heavy lifting.” Second, it is not possible for me to provide that much detailed feedback on almost 300 written assignments (30 students x 10 weekly assignments).

For your convenience, I have posted examples of grading/feedback from a prior semester. Please check Blackboard for a link to these examples. Review them so you know what to expect.
Schedule:
Assignments will be posted on Monday of each week and will be due the following Sunday at 11:59 p.m. The course is delivered asynchronously so that you can work on your assignments when it is convenient for you.

There are to be no late submissions. Failure to submit the work on time will result in a score of zero for that assignment/post/submission. All of the assignments are available on the first day of class—at any time, you can work ahead. You must keep copies of all your individual submissions. If you do not keep a copy and the Blackboard server goes down or some other computer disaster occurs, you will have to rewrite the assignment.

Students with Disabilities:
If you have a disability and need accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at http://sa.utep.edu/cass/. CASS’ Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

Academic Integrity:
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of the work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the 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. 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.

Individual assignments are not to be shared at any time. Please understand that the sharing of homework is a form of collusion, and instances of collusion will be forwarded to the Office of Student Conduct and Conflict Resolution.

Drop Date:
The grade of "W" is available to all students until April 6, 2015. DO NOT ASSUME THE PROFESSOR WILL DROP YOU AUTOMATICALLY IF YOU STOP ATTENDING BEFORE THE April 6, 2015 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 instructor and academic dean. Such students must petition for the “W” grade in writing and provide necessary supporting documentation. Exceptions to the April 6, 2015 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.
Other:
This syllabus is subject to change depending on the time needed to cover each particular topic. Any
changes will be updated and posted as an Announcement on Blackboard.

Online tools: we will be using Blackboard to administer the class. All of your course documents will be
housed in Blackboard. If you are unfamiliar with Blackboard, spend some time getting to know it. Ask
your classmates or me if you get lost.

The purpose of Blackboard is not only to disseminate information but to create online communities for
the classroom. Please follow the basic rules of etiquette when posting online — do not say anything
online that you would not say in class. In other words, be respectful of your classmates and your
instructor.

Blackboard is not a public internet venue; therefore, all postings to it are private and confidential.
Whatever is posted online in Blackboard is intended for your classmates and instructor only. Please do
not copy documents that others have posted and paste them to another website, blog, or other space. If
you wish to do so, you have the ethical obligation to first request the permission of the writer(s).
## Tentative Schedule

**ACCT5394 Current Topics (Professional Writing for Accountants)**  
**Spring 2015**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/19/15 M</td>
<td>Review Syllabus; Review <em>Effective Writing</em> Table of Contents, Read Ch01. Post one-paragraph introduction of yourself on the Course Café. For example, tell us where you work, or if you are concentrating solely on your studies this semester, other classes you are taking this semester, your expected graduation date, plans for taking professional exams (such as CPA, CMA, CIA).</td>
<td>01/25/15</td>
<td>10</td>
</tr>
<tr>
<td>01/26/15 M</td>
<td>Overview of the Writing Process—Read Ch02.</td>
<td>02/01/15</td>
<td>n/a</td>
</tr>
<tr>
<td>02/02/15 M</td>
<td>Organizing for Coherence—Read Ch03. Test Yourself (p. 48) (optional); Complete Exercise 3-5, part 1 only</td>
<td>02/08/15</td>
<td>20</td>
</tr>
<tr>
<td>02/09/15 M</td>
<td>Style: Writing with Conciseness &amp; Clarity—Read Ch04. Test Yourself (p. 69) (optional); Complete Exercise 4-10</td>
<td>02/15/15</td>
<td>10</td>
</tr>
<tr>
<td>02/16/15 M</td>
<td>Grammar, Punctuation, Spelling—Read Ch05. Test Yourself (p. 92) (optional); Complete Exercise 5-8</td>
<td>2/22/2015</td>
<td></td>
</tr>
<tr>
<td>02/23/15 M</td>
<td>Document Design—Read Ch06. Complete Exercise 6-5</td>
<td>03/01/15</td>
<td>20</td>
</tr>
<tr>
<td>03/02/15 M</td>
<td>Critical Thinking Skills—Reach Ch07. Test Yourself (p. 122) (optional); Complete Exercise 7-6</td>
<td>03/08/15</td>
<td>20</td>
</tr>
<tr>
<td>03/09/15 M</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/16/15 M</td>
<td>Accounting Research—Read Ch08 Exercise 8-9</td>
<td>03/22/15</td>
<td>20</td>
</tr>
<tr>
<td>03/23/15 M</td>
<td>Letters—Read Ch09 Complete Exercise 9-7</td>
<td>03/29/15</td>
<td>20</td>
</tr>
<tr>
<td>03/30/15 M</td>
<td>Memos and Email—Read Ch10 Complete Exercise 10-11</td>
<td>04/05/15</td>
<td>20</td>
</tr>
<tr>
<td>04/06/15 M</td>
<td>Technical reports—Read Ch11 Complete Exercise 11-4</td>
<td>04/12/15</td>
<td>20</td>
</tr>
<tr>
<td>04/13/15 M</td>
<td>Writing Essay Exams—Read Ch12. Complete Exercise 12-4</td>
<td>04/19/15</td>
<td>20</td>
</tr>
<tr>
<td>04/27/15 M</td>
<td>Résumés—Read Ch13. Complete Exercise 13-2 (simply draft résumé, not necessary to visit school's placement office)</td>
<td>05/03/15</td>
<td>20</td>
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