



| Course Information | |
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| Course Name: | Intermediate Accounting I |
| Course ID: | ACT 311 |
| Semester: | Summer 2019 |
| Mode: | Online |

| Instructor Information | |
|------------------------|--|
| Instructor: | Ling Lin |
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| Phone: | (508) 999-8053 |

Course Description

Course Description:

First of two professional courses that provide a comprehensive treatment of financial reporting topics. Both courses focus on the conceptual, procedural and regulatory issues involved in preparing and understanding corporate financial statements. ACT 311 includes a review of the accounting cycle, accounting theory, classification and presentation requirements for the income statement and balance sheet and a detailed examination of rules and principles pertaining to current assets and fixed assets. (The second course, ACT 312, in this sequence includes a study of liabilities and stockholders' equity.)

Prerequisite:

ACT 211 & ACT 212 with minimum "C" grade, Junior Standing

Course Credits:

3

Required Text:

Intermediate Accounting, Kieso, Weygandt and Warfield. 16th edition, John Wiley

Required Materials:

- Class handouts and postings on the myCourses website.
- Access to Wiley Plus website (comes with the textbook at the bookstore).

<http://edugen.wileyplus.com/edugen>

Course Objectives

Upon completion of this course, you will have an increased understanding of external financial statements issued by the companies for the use of shareholders, creditors, and other interested users. During this course you will:

- Study the structure and purpose of external financial statements, including how such statements are prepared and how such statements are analyzed and interpreted.
- Extend your knowledge of primary issues of external reporting, including the structure of GAAP, the conceptual framework of accounting, and the meaning and measurement of net income and financial position.
- Understand classification, valuation and reporting issues related to current and fixed assets.
- Develop problem solving and critical thinking skills.

Communication Plan

Expectations for electronic communication

Please use email ***ONLY*** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week. You ***may*** get an email reply during the weekend, but that would be an exception not the rule.

- a. Please **use your umassd email account** when sending correspondence by email.
- b. If you send me a message, the subject line should start with your course and semester. Example: "ACT 311 **online S19** – full name – question on first exam." Please make sure to include "**online**" in the subject line.
- c. Make sure you give me your **full name** in your message. Please don't make me figure it out according to your email address.

I will also check the discussion forums daily during the work week. I will post often during the first weeks of the course and then drop off in Activity while expecting participants to fill any void. Rest assured however, I ***will*** be participating in what I hope will be lively discussions and will ***always*** reply to any discussion comment directed specifically at me.

Time Considerations

Students should be prepared to spend a minimum of 3 hours a week on reading and on course assignments. While you may feel that I'm displaying a lot of information to you on a weekly basis remember that in a traditional "live" course you would be coming to class for 3 hours and then spending an additional 3-6 hours (at least) outside of class on assignments and reading. In our online course environment my expectation is that you will be spending those 3 "class hours" on your own, working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

Substantive participation should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer's comments
- Challenge comments in class, including those of the facilitator
- Ask insightful questions
- Answer other people's questions

- Exemplify the point with real-life events, when possible
- Make comments that are relevant to the course content and objectives

Things to keep in mind as you write discussion posts and communicate with other students:

- Share an experience that is related to the discussion. Comment on other participants’ experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed
- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week’s reading
- Discuss a work issue that is related to the course or discussion and ask for feedback
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life
- Share another resource such as Web links, books, etc. that you have used to answer other participants’ questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page)

Methods of Instruction

Evaluation and Grading Breakdown:

- **Three examinations: (24% + 24% + 24%) 72%**
- **Homework: 13%**
- **Attendance/participation 5%**
- **Quizzes: 10%**
- **Total: 100%**

Three examinations consist of multiple-choice questions and comprehensive problems. Homework is conducted at the WileyPlus website, most of which are hands-on exercise to help you practice the accounting concepts and techniques you learn in this course. Quizzes are made of multiple-choice questions.

Late Assignments:

Late homework policy. If you turn in your homework one business day late, you will lose 25 out of 100 points. If you turn in your homework two business days late, you will lose 50 out of 100 points. After two business days, late homework will not be accepted.

Attendance Policy

You are expected to participate in online discussion by the specified deadline every week. This is counted as attendance/participation credit.

Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete

policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

Course Conduct

UMass Dartmouth policies regarding equal opportunity, discrimination, harassment, and sexual violence apply to all learning environments wherever they are located and from wherever they are taught. This applies to all UE face-to-face, off campus, blended, and online courses. Please see the Office of Diversity, Equity & Inclusion brochure for information at <http://www.umassd.edu/studentaffairs/departments/studentconductanddisputeresolution/studentcodeofconduct/>.

Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.

Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711.

Resources for UMass Dartmouth Students

Tutoring

If you are having difficulty with the class please:

- Contact me directly using the contact information listed at the top of this document.
- Contact the Academic Resource Center (ARC) for support:
 - Academic Resource Center, Liberal Arts - Room 7
 - Phone: 508.999.8708, Fax: 508.910.6404
- For help with writing assignments you can also make use of online writing tutoring.
 - eTutoring can be accessed at [this link](#) or by clicking the "Online Tutoring" link at the top of the myCourses Dashboard.

Technical Help

Technical support for myCourses is available 24/7:

- Students can email myCoursesHelp@umassd.edu or call the Student Help desk at **508-999-8505** during normal business hours. (Mon-Fri 9:00 a.m.-5:00 p.m. EST)
- During off-hours, weekends, and holidays, technical assistance is available for students at <http://umd.echelp.org/>.

Support information for all other UMass Dartmouth technologies can be found here:

<http://www.umassd.edu/extension/technicalresources/>

Standard Policies

Please click on the link below for standard policies which ought to be part of every syllabus:

https://www.umassd.edu/media/umassdartmouth/provost/omnibus_language_for_syllabi_-jan_11_2019.pdf

The link above covers many important policies, for example, policies on academic integrity, course withdrawal, incompletes, grade appeal process, and accommodation for documented disabilities.

Course Schedule

| Session | Date | Chapter | Topic | HW Assignments |
|-----------|----------------|-----------------|---|--|
| 1 | June 11 | Chapter 1 | Financial Accounting and Accounting Standards | |
| 2 | June 12 | Chapter 2 | Conceptual Framework for Financial Accounting | TBA |
| 3 | June 13 | Chapter 3 | The Accounting Information System | E3-5 E3-6 E3-14 E3-17 P3-1 |
| 4 | June 18 | Chapter 3 | The Accounting Information System | |
| 5 | June 29 | Exam I | Chapter 1 – Chapter 3 | |
| 6 | June 20 | Chapter 4 | Income Statement and Related Information | E4-4, P4-1 And additional questions in the notes |
| 7 | June 25 | Chapter 5 | Balance Sheet and Statement of Cash Flows | E5-2 E5-4 E5-5 E5-7 E5-10 E5-13 |
| 8 | June 26 | Chapter 6 | Accounting and the Time Value of Money | BE6-1 BE6-2 BE6-7 BE6-10 BE6-14 BE6-15 E6-7 E6-8 |
| 9 | June 27 | Chapter 7 | Cash and Receivables | E7-7 E7-8 E7-14 E7-15 E7-20 E7-25 |
| 10 | July 2 | Exam II | Chapter 4 – Chapter 7 | |
| 11 | July 9 | Chapter 8&9 | Inventories (selected topics) | BE8-5 BE8-6 BE8-7 And additional questions in the notes |
| 12 | July 10 | Chapter 10&11 | Property, Plant and Equipment (selected topics) | TBA |
| 13 | July 11 | Exam III | Chapter 8 – Chapter 11 | |

RETENTION POLICY

Any exam or homework that you submitted will be retained by me until **August 31, 2019**.