

MASTER SYLLABUS ACCT102: ACCOUNTING II

1. Course Details

Semester:	
Course Code:	ACCT102
Course Name:	Accounting II
Course Prerequisites:	ACCT101
Course Co-requisites:	None
Credits Hours:	Three (3) credit hours
Classroom:	
Class Timing:	(45 contact hours)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

Continues the study of accounting fundamentals. Topics include partnership, corporations, liabilities, manufacturing, accounting, and statement analysis.

4. Course Overview

The course begins with a consideration of the special problems pertinent to two types of business entities - partnerships and corporations. Next, detailed attention is given to the investment and liabilities accounts. A new type of financial statement is covered – the Statement of Cash Flows. Managerial accounting reports are presented, and the course ends with rudimentary financial statement analysis.

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5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the Major-Specific and BSBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Demonstrate the different components of current liabilities;
2. Compare between the partnership and corporation accounting;
3. Describe the different resources of long-term financing
4. Illustrate accounting recording for investments;
5. Prepare and interpret statement of cash flows based on Peachtree;
6. Integrate outcomes from financial ratios to analyze financial performance; and
7. Utilize Peachtree software to adopt financial ratios.

Assurance of Learning Validations (Linked to the Major-Specific and BSBA Programmatic Learning Goals)²:

A1. Homework Problems/Data Collection: Each student must demonstrate the ability to apply accounting concepts through homework problems and exercises. Three scores are given, based on:

- (1) A1S1: the adequacy of data collection and relevancy (M2O1);
- (2) A1S2: the adequacy of analysis (M4O1); and
- (3) A1S3: the adequacy of concept integration (M4O2).

Examples of the Homework Problem/Data Collection include, but are not limited to: conducting a survey in a sample of partnerships to find out the major items included in the partnership agreement; conducting a survey on the disclosure of financial lease agreements on the balance sheets.

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to globalization (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant "Assurance of Learning Validations" are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom's Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

A2. Group Project: Each student will be assigned to a group. Groups must conduct a research project that is 5 pages in length, single-spaced. At least 5 sources of information must be used. The groups present their material in class during the final exam period, with a resulting final project grade given. Several scores are given, based on:

- (1) A2S1: content and writing effectiveness (G1O1);
- (2) A2S2: influential and effective communication (G1O2);
- (3) A2S3: group dynamics of the presentation (G1O3);
- (4) A2S4: justification for the position relevant to the community that it addresses (G2O1);
- (5) A2S5: discussion of the impact of globalization (G3O2);
- (6) A2S6: effective use of software (M2O3);
- (7) A2S7: appropriate use of research support that is cited (M3O1); and
- (8) A2S8: the ability to interpret and apply the accounting for assets, liabilities, stockholder's equity, the income statement and cash flow statement (MGR/PUBLICACCT-LO1, MGR/PUBLICACCT-LO2).

Examples of the Group Project topics include, but are not limited to, the following: limitations of ratio analysis; accounting for treasury stocks; the issuance of stock dividends or problems in capitalizing financial lease payments and their disclosure on the balance sheets.

A3. Problems on Weekly Quizzes/Examinations: Students will solve problems on n-class quizzes. Each quiz is a basic problem that covers a requisite problem solving methodology. Quizzes are given at the end of the class following the completion of the topic, each consisting of one short problem to be completed in 10 minutes. Each examination consists of integrated problems covered in quizzes. They will be scored for:

- (1) A3S1: problem solving ability (M1O2); and
- (2) A3S2: measuring the student's ability to interpret the main elements of the balance sheet, income statement and cash flow statements (MGR/PUBLIC ACCT LO1, MGR/PUBLIC ACCT LO2 and MGR ACCT LO4).

Quiz and examination topics for ACCT 102 are:

- a. Accounting for current liabilities (MGR/PUBLIC ACCT-LO1)
- b. Accounting for partnerships (MGR/PUBLIC ACCT-LO2)
- c. Accounting for formation of a corporation (MGR/PUBLIC ACCT-LO1)
- d. Accounting for dividends (MGR/PUBLIC ACCT-LO1)
- e. Accounting for long-term liabilities (MGR/PUBLIC ACCT-LO1)
- f. Accounting for investment (MGR/PUBLIC ACCT-LO2)
- g. Preparation and interpretation of cash flow statements (MGR/PUBLIC ACCT-LO2)
- h. Use of financial ratios in the analysis of financial statements (MGR ACCT-LO4)

To improve problem solving ability (M1O2), additional homework problems and exercises related to this content will be assigned.

(B) Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, students will be able to:

1. See Invariant Learning Goal 2 above.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. See Assurance of Learning Validation A2(5) above.

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

In this course (ACCT102), four (4) prioritized teaching and learning strategies focus on:

1. use of technology;
2. in-class interactive discussions;
3. timely feedback; and
4. integrating principles of ethics/social responsibility.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The instructor was responsive to student questions.
8. The instructor was available for course related consultation and advice.
9. The instructor graded and returned student work and exams promptly.
10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
18. The instructor was responsive to student needs and concerns.
21. The instructor assigned challenging course work.
22. The instructor provided helpful, constructive feedback on assignments and course work.
23. The instructor acknowledged cultural differences and diversity among students.
24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

7. Required Resource(s)

Weygandt, J. & Kimmel, P. (2013). *Accounting Principles*. 11th Edition. John Wiley & Sons, Inc. ISBN-13: 978-1-118-34206-0.

8. Reference Resource(s)

Wild J.J., Shaw, K. and Chapatti B. (2010). *Fundamental Accounting Principles*. 20th Edition. McGraw-Hill Inc. ISBN: 978-0078110870.

http://www.amazon.com/Fundamental-Accounting-Principles-John-Wild/dp/0078110874/ref=sr_1_1?ie=UTF8&qid=1400704142&sr=8-1&keywords=Fundamental+Accounting+Principles%2C+Larson

Pollard M., Mills S., & Harrison W. (2007). *Principles of Accounting*. Prentice-Hall. ISBN: 9780132304795.

http://www.amazon.com/Principles-Accounting-Meg-Pollard/dp/0132304791/ref=sr_1_1?ie=UTF8&qid=1400704390&sr=8-1&keywords=Principles+of+Accounting%2C+Pollard+Mills

Horngren C., Harrison W., and Oliver (2009), *Financial and Managerial Accounting* (Ch. 1-23) 2nd Ed., Prentice-Hall. ISBN-13: 9780135080191

9. Assessment Methodology and Grading Guidelines:

Instrument	Points (i.e. weights)	Time on Task ⁷
A1. Homework Problem/Data Collection	12.5 points	20 hours
A2. Group Project	12.5 points	20 hours
A3. Quizzes	25 points (6.25 points each)	20 hours
A3. Exams (two tests administered in class)	50 points (25 points each)	40 hours (20 hours each)
TOTAL	100 points	100 hours

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

10. Grading Guidelines:

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.
- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing

appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. 15 Week Topical Class Schedule

Week	Topic and textbook chapter	Book Chapter
Wk 1	Current Liabilities and Payroll Accounting	Ch. 11
Wk 2	Accounting for Partnerships	Ch. 12
Wk 3	Accounting for Partnerships Corporations: Organization and Capital Stock Transactions	Ch. 12 Ch. 13
Wk 4	Corporations: Organization and Capital Stock Transactions	Ch. 13
Wk 5	Corporations: Dividends, Retained Earnings and Income Reporting	Ch. 14
Wk 6	Review	Chs. 11 – 14
Wk 7	Midterm	Chs. 11 – 14
Wk 8	Long-Term Liabilities	Ch. 15
Wk 9	Long-Term Liabilities	Ch. 15
Wk 10	Investments	Ch. 16
Wk 11	Statement of Cash Flows – Indirect Methods	Ch. 17

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Wk 12	Statement of Cash Flows – Direct Methods	Ch. 17
Wk 13	Financial Statement Analysis	Ch. 18
Wk 14	Financial Statement Analysis	Ch. 18
Wk 15	Review and Team Presentations and Final Exam	Chs. 15 – 18
	Team Presentations	

18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.