

SYLLABUS



ACCT 121 Principles of Accounting I
Fall 2020

ACCT 121 Principles of Accounting I

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. Labs are designed to further address, through practice and implementation, the content of this course.

Required Text/Material

Weygandt, Jerry J., Paul D. Kimmel and Donald E. Kieso. (2018). *Financial and Managerial Accounting*, 3rd ed. Hoboken: John Wiley & Sons, Inc. ISBN 13: 978-1-119-39160-9

Troy, C. & Ruhupatty, L. (2014). *Scriptural Foundations for Accounting*. Berrien Springs, MI: Andrews University Press.

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Optional Text/Material

Pacioli, Luca. (1494) 1995. "Accounting Books and Records," in *Particularis de Computis et Scripturis*. Translated by Jeremy Cripps. Seattle: Seattle University. <http://jeremycripps.com/docs/Summa.pdf>

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via

discussions, audio/video presentations, proficiency assessments, creative assignments, exercises, continuing case analysis, final paper, and mid- and final exams.

A recommended weekly schedule to divide your time is provided below.

Readings: 3 hours
Watching audio/video presentation: 1 hour
Interactive Discussions: 1 hour
Exercises and problems: 1 hour
Creative assignments: 1 hour
Weekly work on Final Paper: 1 hour
Studying for Upcoming Quizzes and Exams: 1 hours

Student Learning Outcomes

1. Students will be able to illustrate—with examples—accounting's effect on society in general, and the mission of the Adventist movement in particular.
2. Students will be able to perform accounting activities (prepare, adjust, correct, and close entries) in T-accounts, journals, and ledgers.
3. Students will be able to prepare income statements, balance sheets, statements of owners' equity and statements of cash flows, given basic financial information and transactions.
4. Students will be able to deliver original written and oral memos explaining the preparation of the financial statements listed in Outcome 3.
5. Students will be able to apply the principles of internal control in hypothetical scenarios.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction reading, accessing instructional materials, interacting with your instructor and classmates via discussions, audio/video presentations, proficiency assessments, creative assignments, exercises, continuing case analysis, final paper, and mid- and final exams.. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

1. WileyPLUS ORION (10%)

- a. ORION is accessible through your WileyPLUS dashboard menu. You may begin each chapter by selecting the corresponding “Begin” button on your dashboard and completing the diagnostic, which is 20 questions. Once the chapter diagnostic is completed, return to the dashboard and continue answering questions in each learning outcome for the chapter by selecting the corresponding “Practice” button **until you have completed at least 10 questions for each available outcome, and have a proficiency level of at least 70% for each available outcome.** Please note that some outcomes do not have questions available. If ORION notifies you that no questions are available for an outcome, you may ignore that outcome.
- b. The ORION proficiency assessments are required for all chapters covered in the course—Chapters 1-13.
- c. Grading is based on an Acceptable/Unacceptable scale for each outcome, at a threshold of 70% proficiency. An unlimited number of attempts are allowed.
- d. Proficiency is *not* simply a calculation of correct answers divided by total questions attempted. ORION uses a complex algorithm that takes question difficulty, time spent, confidence level, and other factors into account, in addition to whether or not the answer is correct. For more information on how ORION assesses your proficiency, please select “Learn More” next to the “Build Your Proficiency” header in your ORION dashboard.

2. WileyPLUS Exercises & Problems (15%)

- a. Selected exercise and problems from the end of each chapter have been assigned through the WileyPLUS online portal. They are graded instantly when you complete each assignment, and will be reflected in your LearningHub gradebook. See the URL in the “Required Text/Material” section above.
- b. Exercises and problems consist of multiple choice/fill-in-the-blank/matching question types.

3. WileyPLUS Continuing Case: Cookie Creations (15%)

- a. At the end of each chapter you will find a continuing case that follows Natalie Koebel as she starts her business, named *Cookie Creations*. This assignment is woven through the entire course as an opportunity to synthesize everything covered within a single, life-like story.
- b. Question types include making various accounting entries, completing financial statements, and writing short answer responses to questions. Some answers are graded immediately by WileyPLUS, while others are graded later by the instructor.
- c. The case begins in Chapter 1 and continues until Chapter 13, where ACCT 121 ends.

4. **Discussions (5%)**

During this course, you have an opportunity to express what you're learning as responses to various prompts provided in LearningHub as discussions posts. This exercise proves you are able to put accounting lessons into your own words, which prepares you for the work environment, where you will frequently communicate to co-workers and supervisors.

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned. More details regarding each of these assignments are available in LearningHub.

5. **Creative Assignments (5%)**

a. There are 6 creative assignments in this course. Each assignment will give you the opportunity to reinforce the chapter's concepts and apply the knowledge in a real accounting situation. Assignments will be visible at the start of class. You should work to familiarize yourself with the requirements and necessary knowledge before working on each chapter. Assignments type range from short written responses, short video recordings, PowerPoint presentations, Padlet and Infographics. Assignments must be completed by the due date. There are no assignment resubmissions. If you are confused by the course assignment or you have questions concerning how to accomplish the required work, please seek help prior to the due date of the assignment.

6. **Final Paper (10 %)**

a. The last two weeks of the course, you will spend more time reading an article by Robert S. Folkenberg's titled "[Church Structure - Servant or Master?](#)" in preparation for your writing assignment. In this 4-5-page paper, you will present what you have learned about accountability and its effect on social movements. You will also identify how the development of the Adventist Church structure may have disarticulated the movement in some ways, and how it may have strengthened the

movement in others. More details are available in LearningHub. Use Chicago Style, double spaced, size 12 font, 1-inch margins. Double-check spelling, grammar, and typos, and submit work through the course Dropbox.

7. Exams (40%)

- a. See section on exams below the following rubrics section for more information.

Rubrics

WileyPLUS ORION	
Unacceptable (0%)	Acceptable (100%)
Less than 70% proficiency all available outcomes, or fewer than 10 questions attempted for each outcome	70% proficiency on all available outcomes, at least 10 questions attempted for each outcome

WileyPLUS Exercises & Problems
Most graded immediately on WileyPLUS.

Rubric for Writing				
Measure	D (60-69%)	C-range (70-79%)	B-range (80-89%)	A-range (90-100%)
Writing mechanics (25%)	Significant grammar, spelling, and punctuation mistakes that affect the legibility of the answer	Moderate grammar, spelling, and punctuation mistakes that pose potential questions as to the intended meaning of the sentence	Obvious grammar, spelling, and punctuation mistakes, but not enough to hinder easy reading	Minor or unnoticeable grammar, spelling, and punctuation mistakes
Writing style (25%)	Expresses a thought, but makes logical fallacies or uses multiple terms incorrectly	Expresses a thought, but makes leaps in logic, uses too many words, rambles, or uses vocabulary terms inappropriately	Succinctly expresses a thought, but either relies heavily on jargon, or fails to use appropriate terms when they would enhance the style	Succinctly and clearly expresses a well-framed thought using the appropriate technical terms, without becoming jargon-ey
Synthesis of material (50%)	Correctly answers only part of the question	Correctly answers the question without reference to the relevant texts, or uses inappropriate taxonomies or vocabulary	Correctly answers the question with minimal reference to relevant texts	Correctly answers the question using the best taxonomies and vocabulary from relevant texts (citation not required)

Rubric for Audio, Video, and Other Creative Presentations				
Measure	D (60-69%)	C-range (70-79%)	B-range (80-89%)	A-range (90-100%)
Language mechanics (10%)	Significant grammar and pronunciation mistakes that affect the meaning of the answer	Moderate grammar and pronunciation mistakes that pose potential questions as to the intended meaning of the phrase	Apparent grammar and pronunciation mistakes, but not enough to hinder easy understanding (please note that an accent is <i>not</i> a pronunciation mistake—it is only a problem if it prevents communication)	Minor or unnoticeable grammar and pronunciation mistakes
Language style (15%)	Expresses a thought, but makes logical fallacies or uses multiple terms incorrectly	Expresses a thought, but makes leaps in logic, uses too many words, rambles, or uses vocabulary terms inappropriately	Succinctly expresses a thought, but either relies heavily on jargon, or fails to use appropriate terms when they would enhance the style	Succinctly and clearly expresses a well-framed thought using the appropriate technical terms, without becoming jargon-ey
Synthesis of material (50%)	Correctly answers only part of the question	Correctly answers the question without reference to the relevant texts, or uses inappropriate taxonomies or vocabulary	Correctly answers the question with minimal reference to relevant texts	Correctly answers the question using the best taxonomies and vocabulary from relevant texts (citation not required)
Creativity & presentation (15%)	Presentation uses standard tools, but in a way that distracts from the purpose of the presentation, and audio, video, and images are of a very poor quality	Shows limited effort in preparing effective and tasteful presentations, and audio, video, and images are muddled or blurry	Uses traditional presentation styles and tools in an effective, aesthetically pleasing and enjoyable way, with mostly clear audio, video, and images	Shows initiative in preparing exceptionally unique, tasteful, and effective presentations using the most effective communication methods and tools, with clear audio, video, and images
Personal distance & compassion (10%)	Shares inappropriate personal details, comports self in an unprofessional manner, and disrespects others	Shares too many personal details, comports self in an unprofessional manner, and fails to show understanding for opposing viewpoints (when applicable)	Communicates with a professional tone, showing understanding of opposing viewpoints (when applicable)	Communicates with a warm and professional tone, showing understanding and patience for opposing viewpoints (when applicable)

Exams

The mid-term exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam. The final exam is worth 20% of your grade. You are allowed 120 minutes to complete this exam.

There are two exams in this course. The midterm exam covers material from Chapters 1-7 and is made up of multiple choice, short answer, and essay questions and worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 20% of your grade. The final exam is closed-book cumulative exam covering chapters 1-13, with 38 multiple choice, short answer, filling the blanks, and essay questions. It is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 20% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Modules/Dates	Lessons	Readings	Assignments	Course Objectives Met	Estimated Hours on Task
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty		
1 Aug 24 - 27	Accounting in Action	Kieso, Kimmel, & Weygandt, Chapter 1: Accounting in Action (pp. 1.1-1.26) Chapters 2-25 (flip-through) Troy & Ruhupatty. <i>Scriptural Foundations for Accounting</i> . Review Chapter PPT	ORION Ch. 1 WileyPLUS Continuing Case Ch. 1 WileyPLUS Ch. 1 Exercises & Problems Discussion Post #1 Due Thursday, Sept 3, 11:55pm	SLO1, SLO2, SLO3, SLO4, SLO5	ORION: 1 Case: 1 Ex. & Problems: 2 Discussion: 1
2 Aug 28 – Sept 3	The Recording Process	Kieso, Kimmel, & Weygandt, Chapter 2: The Recording Process (pp. 2.1-2.24) Troy & Ruhupatty. <i>Scriptural Foundations for Accounting</i> . Review Chapter PPT	ORION Ch. 2 WileyPLUS Continuing Case Ch. 2 WileyPLUS Ch. 2 Exercises & Problems Creative Assignment #1 (Padlet)	SLO2, SLO3	ORION: 1 Case: 1 Ex. & Problems: 2 Assig.: 1
3 Sept 4 - 10	Adjusting the Accounts	Kieso, Kimmel, & Weygandt, Chapter 3: Adjusting the Accounts (pp. 3.1-3.30) Review Chapter PPT	ORION Ch. 3 WileyPLUS Continuing Case Ch. 3 WileyPLUS Ch. 3 Exercises & Problems Discussion post #2	SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Discussion: 1
4 Sept 11 - 17	Completing the Accounting Cycle	Kieso, Kimmel, & Weygandt, Chapter 4: Completing the Accounting Cycle (pp. 4.1-4.28) Review Chapter PPT	ORION Ch. 4 WileyPLUS Continuing Case Ch. 4 WileyPLUS Ch. 4 Exercises & Problems Creative Assignment #2 (Poodle)	SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Assign.: 1
5 Sept 18 - 24	Accounting for Merchandising Operations	Kieso, Kimmel, & Weygandt, Chapter 5: Accounting for Merchandising Operations (pp. 5.1-5.31) Review Chapter PPT	ORION Ch. 5 WileyPLUS Continuing Case Ch. 5 WileyPLUS Ch. 5 Exercises & Problems Creative Assignment #3 (Chart)	SLO1, SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Assign.: 1
6 Sept 25 – Oct 1	Inventories	Kieso, Kimmel, & Weygandt, Chapter 6: Inventories (pp. 6.1-6.24) Review Chapter PPT	ORION Ch. 6 WileyPLUS Continuing Case Ch. 6 WileyPLUS Ch. 6 Exercises & Problems Creative Assignment #4 (Short paper)	SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Assign.: 1
7 Oct 2 - 8	Fraud, Internal Control, and Cash	Kieso, Kimmel, & Weygandt, Chapter 7: Fraud, Internal Control, and Cash (pp. 7.1-7.28) Troy & Ruhupatty. <i>Scriptural Foundations for Accounting</i> . Review Chapter PPT	ORION Ch. 7 WileyPLUS Continuing Case Ch. 7 WileyPLUS Ch. 7 Exercises & Problems Creative Assignment #5 (PowerPoint)	SLO1, SLO2, SLO4, SLO5	ORION: 1 Case: 1 Ex. & Problems: 2 Assign.: 1
8 Oct 9 - 15	MID-TERM EXAM (Chapters 1-7)			SLO1, SLO2, SLO3, SLO4, SLO5	Exam: 2 hrs.
9 Oct 16 - 22	Accounting for Receivables	Kieso, Kimmel, & Weygandt, Chapter 8: Accounting for Receivables (pp. 8.1-8.20) Troy & Ruhupatty. <i>Scriptural Foundations for Accounting</i> . Review Chapter PPT	ORION Ch. 8 WileyPLUS Continuing Case Ch. 8 WileyPLUS Ch. 8 Exercises & Problems Discussion post #3	SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Discussion: 1
10 Oct 23 - 29	Plant Assets, Natural Resources, and Intangible Assets	Kieso, Kimmel, & Weygandt, Chapter 9: Plant Assets, Natural Resources, and Intangible Assets (9.1-9.25) Troy & Ruhupatty. <i>Scriptural Foundations for Accounting</i> . Review Chapter PPT	ORION Ch. 9 WileyPLUS Continuing Case Ch. 9 WileyPLUS Ch. 9 Exercises & Problems Discussion Post #4	SLO1, SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Discussion: 1

11 Oct 30 – Nov 5	Liabilities	Kieso, Kimmel, & Weygandt, Chapter 10: Liabilities (10.1-10.29) Troy & Ruhupatty. <i>Scriptural Foundations for Accounting</i> . Review Chapter PPT	ORION Ch. 10 WileyPLUS Continuing Case Ch. 10 WileyPLUS Ch. 10 Exercises & Problems Creative Assignment #6 (Infographic)	SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Assig.: 1
12 Nov 6 - 12	Corporations: Organization, Stock Transactions, and Stockholders' Equity	Kieso, Kimmel, & Weygandt, Chapter 11: Corporations: Organization, Stock Transactions, and Stockholders' Equity (11.1-11.32) Review Chapter PPT	ORION Ch. 11 WileyPLUS Continuing Case Ch. 11 WileyPLUS Ch. 11 Exercises & Problems Discussion Post #5	SLO1, SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Discussion: 1
13 Nov 13 - 19	Statement of Cash Flows	Kieso, Kimmel, & Weygandt, Chapter 12: Statement of Cash Flows (12.1-12.33) Review Chapter PPT	ORION Ch. 12 WileyPLUS Continuing Case Ch. 12 WileyPLUS Ch. 12 Exercises & Problems Start working on the final paper	SLO1, SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 1 Final Paper: 1
14 Nov 20 - 26	Financial Analysis: The Big Picture	Kieso, Kimmel, & Weygandt, Chapter 13: Financial Analysis: The Big Picture (13.1-13.28) Review Chapter PPT	ORION Ch. 13 WileyPLUS Continuing Case Ch. 13 WileyPLUS Ch. 13 Exercises & Problems Continue working on the final paper Due Friday, Nov 27, 5:00pm	SLO1, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Final Paper: 1
15 Nov 27 – Dec 3	Review	Kieso, Kimmel, & Weygandt, Chapter 1-13 Review PowerPoints, Chapters 1-13	Final paper is due Complete unfinished assignments	SLO1, SLO2, SLO3, SLO4, SLO5	
16 Dec 4 - 10	FINAL EXAM (Chapters 1-13) (Needs to be completed by Wednesday, December 9, 11:59pm)			SLO1, SLO2, SLO3, SLO4, SLO5	Exam: 2

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10%	WileyPLUS ORION (10 points per chapter=130 points)
15%	WileyPLUS Exercises & Problems (13 @ 10 pts each= 130 points)
15%	WileyPLUS Continuing Case (13 @ 10 pts each =130 points)
5%	Discussion Posts (5 @ 10 pts each =50 points)
5%	Creative Assignments (6 @ 10 pts each=60 points)
10%	Final Paper (1 @ 100 points)
20%	Mid-term Exam (1 Midterm @ 100 points)
20%	Final Exam (1 final @ 100 points)
100%	Total Percent Possible (total points possible 800 points)

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.

4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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