

## Course Code, Course Title, Syllabus (# credits)

### COURSE DESCRIPTION

This course focuses on the theoretical structure of financial accounting relevant to the presentation of financial information for use in decision-making. Students learn the various forms of business, the accounting system, the accounting cycle, standard setting, the Generally Accepted Accounting Principles (GAAP), and the economic consequence on the users of financial statements. Topics include identifying, classifying and measuring assets, liabilities, equity, revenue, and expenses; recording these items; constructing financial statements; and the relationship between the income statement, balance sheet, statement of cash flows and statement of retained earnings. Students practice researching financial accounting issues using the Financial Accounting Standards Board (FASB) Codification Database.

### REQUIRED TEXTS & RESOURCES

Spiceland D. J., Nelson M., and Thomas W. (2016). *Intermediate Accounting* 9th Edition. McGraw Hill Publishing. ISBN-13: 978-1259722660

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can found at [www.pointuniversityshop.com](http://www.pointuniversityshop.com)

### COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1	<b>Environment and Theoretical Structure of Financial Accounting</b>	
	Reading: Chapter 1: Environment and Theoretical Structure of Financial Accounting Pages 2 - 35	N/A
	Chapter 1 PowerPoint:	N/A
	Chapter Support Video(s) Ch. 1	N/A
	Online Discussion Asynchronous (Discussion 1): Cash or Accrual Basis of Accounting	Due Week 1 Day 5 (Friday) Initial Post. One participation post response by the end of the week

		Due Week 1 Day 7 (Sunday)
	Week 1 Assignment: Problems and Exercises. Chapter 1.	Due Week 1 Day 7 (Sunday)
	Week 1 Quiz: Chapter 1.	Due Week 1 Day 7 (Sunday)
<b>Week 2</b>	<b>Review of the Accounting Process</b>	
	Reading: Chapter 2: Review of the Accounting Process, Pages 42 - 75	N/A
	Chapter 2 PowerPoint:	N/A
	Chapter Support Video(s) Ch.	N/A
	Online Discussion Asynchronous (Discussion 2): Reviewing the Accounting Process	Due Week 2 Day 5 (Friday) Initial Post. One participation post response by the end of the week Due Week 2 Day 7 (Sunday)
	Week 2 Assignment: Problems and Exercises. Chapter 2.	Due Week 2 Day 7 (Sunday)
	Week 2 Quiz: Chapter 2	Due Week 2 Day 7 (Sunday)
	Course Project: Comprehensive Problem Part 1.	Due Week 2 Day 7 (Sunday)
<b>Week 3</b>	<b>The Balance Sheet and Financial Disclosures</b>	
	Reading: Chapter 3: The Balance Sheet and Financial Disclosures, Pages 108 – 138	N/A
	Chapter 3 PowerPoint:	N/A
	Chapter Support Video(s) Ch.	N/A
	Online Discussion Asynchronous (Discussion 3): Business-level, Corporate-level, and International Strategies	Due Week 3 Day 5 (Friday) Initial Post. One participation post response by the end of the week Due Week 3 Day 7 (Sunday)
	Week 3 Assignment: Problems and Exercises. Chapter 3.	Due Week 3 Day 7 (Sunday)
	Week 3 Quiz: Chapter 3	Due Week 3 Day 7 (Sunday)
<b>Week 4</b>	<b>The Income Statement, Comprehensive Income Statement and Statement of Cash Flows</b>	
	Reading: Chapter 4: The Income Statement, Comprehensive Income	N/A

	Statement and Statement of Cash Flows Pages 163 - 201	
	Chapter 4 PowerPoint:	N/A
	Chapter Support Video(s) Ch.	N/A
	Online Discussion Asynchronous (Discussion 4): The Statement of Cash	Due Week 4 Day 5 (Friday) Initial Post. One participation post response by the end of the week Due Week 4 Day 7 (Sunday)
	Week 4 Assignment: Problems and Exercises. Chapter 4.	Due Week 4 Day 7 (Sunday)
	Week 4 Quiz: Chapter 4	Due Week 4 Day 7 (Sunday)
	Course Project: Comprehensive Problem Part II.	Due Week 4 Day 7 (Sunday)
<b>Week 5</b>	<b>Revenue Recognition</b>	
	Reading: Chapter 5: Revenue Recognition, Pages 234-273	N/A
	Chapter 5 PowerPoint:	N/A
	Chapter Support Video(s) Ch.	N/A
	Online Discussion Asynchronous (Discussion 5): Revenue Recognition	Due Week 5 Day 5 (Friday) Initial Post. One participation post response by the end of the week Due Week 5 Day 7 (Sunday)
	Week 5 Assignment: Problems and Exercises. Chapter 5.	Due Week 5 Day 7 (Sunday)
	Week 5 Quiz: Chapter 5	Due Week 5 Day 7 (Sunday)
<b>Week 6</b>	<b>Time Value of Money Concepts</b>	
	Reading: Chapter 6: Time Value of Money Concepts, Pages 312 - 338	N/A
	Chapter 6 PowerPoint:	N/A
	Chapter Support Video(s) Ch.	N/A
	Online Discussion Asynchronous (Discussion 6): Time Value of Money	Due Week 6 Day 5 (Friday) Initial Post. One participation post response by the end of the week Due Week 6 Day 7 (Sunday)

	Week 6 Assignment: Problems and Exercises. Chapter 6.	Due Week 6 Day 7 (Sunday)
	Week 6 Quiz: Chapter 6	Due Week 6 Day 7 (Sunday)
	Course Project: Comprehensive Problem Part III.	Due Week 6 Day 7 (Sunday)
<b>Week 7</b>	<b>Cash and Receivables</b>	
	Reading: Chapter 7: Cash and Receivables, Pages 350 – 393	N/A
	Chapter 7 PowerPoint:	N/A
	Chapter Support Video(s) Ch.	N/A
	Online Discussion Asynchronous (Discussion 7): Cash and Receivables	Due Week 7 Day 5 (Friday) Initial Post. One participation post response by the end of the week Due Week 7 Day 7 (Sunday)
	Week 7 Assignment: Problems and Exercises. Chapter 7.	Due Week 7 Day 7 (Sunday)
	Week 7 Quiz: Chapter 7	Due Week 7 Day 7 (Sunday)

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduction (5 pts.) (1 response meet and greet 5 pts.)	10
Discussion Questions / Participation 7 weeks @ 30 pts.	210
7 – Weekly Problem Assignment (55 pts. per week)	385
Weekly Exams (35 pts. each)	245
Course Project Parts 1 – 3 @ 50 pts. each	150
<b>Total Points:</b>	<b>1,000</b>

## Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

### TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

COURSE GOALS AND OBJECTIVES		Program Objective(s)
<b>Goal 1:</b> Students develop the basic accounting business principles and apply the importance to skill and practice.		
	<b>Objective 1.1:</b> Students define the function and primary focus of financial accounting.	1.2, 1.3
	<b>Objective 1.2:</b> Students explain the difference between cash and accrual accounting.	1.2, 1.3
	<b>Objective 1.3:</b> Students interpret factors that encourage high-quality financial reporting.	1.2, 1.3
	<b>Objective 1.4:</b> Students discuss the purpose of the conceptual framework.	1.2, 1.3
	<b>Objective 1.5:</b> Students draw upon the four basic assumptions underlying GAAP.	1.2, 1.3
	<b>Objective 1.6:</b> Students record transactions using the general journal format.	1.2, 1.3
	<b>Objective 1.7:</b> Students describe the purpose of the balance sheet and understand its usefulness and limitations.	1.2, 1.3
	<b>Objective 1.8:</b> Students identify and describe the various balance sheet asset classifications.	1.2, 1.3
	<b>Objective 1.9:</b> Students identify and describe the various liability and shareholders' equity classifications.	1.2, 1.3
<b>Goal 2:</b> Students define what is meant by internal control and describe some key elements of internal control systems.		
	<b>Objective 2.1:</b> Students describe and illustrate the objectives and elements of control procedures.	1.2, 1.3, 5.3

	<b>Objective 2.2:</b> Students describe and explain the reporting of assets in the financial statements.	<b>1.2, 1.3, 5.3</b>
<b>Goal 3:</b> Students examine accounting theories to accomplish comprehensive goals.		
	<b>Objective 3.1:</b> Students compile pertinent facts of financial information and present the findings within the financial framework of GAAP.	<b>4.2, 5.3</b>
	<b>Objective 3.2:</b> Students describe the accounting cycle and translate the economic business transactions.	<b>1.2, 1.3, 5.3</b>
<b>Goal 4:</b> Students develop familiarity with the various technological components of accounting and apply the principles of GAAP.		
	<b>Objective 4.1:</b> Students identify the most effective resources to steer the entities assets to maximum utilization.	<b>4.2</b>
	<b>Objective 4.2:</b> Students interpret the basic financial information within the financial statements for business decisions utilizing technology.	<b>4.2</b>
	<b>Objective 4.3:</b> Describe the techniques used by financial analysts to transform financial information into forms more useful for analysis.	<b>4.2</b>
	<b>Objective 4.4:</b> Students describe the function and primary focus of financial accounting through technology.	<b>4.2</b>
<b>Goal 5:</b> Analyze routine economic events—transactions—and record their effects on a company's financial position using the accounting equation format.		
	<b>Objective 5.1:</b> Student's interpret the four financial statements to increase their comprehension as it relates to the entities financial standing.	<b>1.2, 1.3</b>
	<b>Objective 5.2:</b> Students describe the recognition, measurement, and disclosure concepts that guide accounting practice with the firm.	<b>1.2, 1.3, 5.3</b>
	<b>Objective 5.3:</b> Students review the accounting cycle and constructively analyze the data for decision making process.	<b>1.2, 1.3, 4.2</b>

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website

(<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## **COURSE EXPECTATIONS**

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

## **COPYRIGHT AND FURTHER DISSEMINATION**

All content within this course is intended for transformative, educational, and informational purposes under ([Fair Use](#)). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.

Due to Copyright restrictions courses are unpublished thirty days after the completion of a course. If you wish to maintain access to your personal materials, save them before submitting to the course, or download them before the course is unpublished.