



ACC210 Analysis of the Accounting Process

(3 credit hours)

Course Syllabus

Course Description

This course is designed to develop the student's ability to analyze and record accounting transactions, prepare financial statements, and analyze accounting information for decision-making

Course Learning Outcomes

By the end of this course, you will be able to:

1. Analyze financial transactions.
2. Prepare journal entries for transactions, for adjusting entries, and for closing entries.
3. Prepare an accounting worksheet.
4. Prepare financial statements

Course Prerequisites/Corequisites

ACC201 Survey of Accounting or ACC301 Intermediate Accounting I

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

- **Wild, J. J., & Shaw, K. W. (2017). Fundamental accounting principles. (Connect Plus with Smart Book). (24th Ed.) McGraw-Hill.**

ISBN: 9781259916960

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Each week you will be participating in and submitting work via both Moodle and McGraw-Hill Connect. The learning activities will include SmartBook exercises, weekly discussion forums submissions and responses, homework, and quizzes for each week and/or Chapter.

Note: Week 5 covers two (2) chapters and will require additional time allocated, so please plan ahead.

Weekly Discussion Forums:

Every week you will complete a discussion forum activity. For these activities you will be assigned to a group according to the first letter of your last name. It is important to remember which group you have been assigned to in order to ensure that you complete the submission post using the correct source document each week. Your submission post, aka initial post, is due by 11:55 p.m. ET on Wednesday of each week.

The second aspect of the weekly discussion forums require you to review and respond to at least two (2) peer postings by classmates not in your assigned group. This allows you to see how peers approached the weekly assignment working with different source documentation. Your second post (response) is due by 11:55 p.m. ET on Saturday of each week.

Grading

The chart below identifies the individual contributions from each type of activity, per module.

Activity	Week 1 Ch. 2	Week 2 Ch. 7	Week 3 Ch. 3	Week 4 Ch. 4	Week 5 Ch. 5 Ch. 6	Week 6 Ch. 16	Week 7 Chs. 2-7 & 16	Total
SmartBook	30	30	30	30	60	30	n/a	210
Forum	20	20	20	20	20	20	n/a	120
Homework	35	35	35	35	70	35	n/a	200
Quiz	40	40	40	40	80	40	n/a	280
Final Exam	n/a	n/a	n/a	n/a	n/a	n/a	145	145
Total	125	125	125	125	230	125	145	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

ACC210: Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Orientation Tasks
Week 1: Analyzing and Reading Transactions (Chapter 2)	<input type="checkbox"/> WED: 1.1: Knowledge Check Review Quiz <input type="checkbox"/> WED: 1.2: Chapter 2 SmartBook Exercises (in McGraw-Hill Connect) <input type="checkbox"/> WED: Initial Post: 1.3 (Forum): Writing Transaction Sentences <input type="checkbox"/> SAT: Second Posts: 1.3 (Forum): Writing Transaction Sentences <input type="checkbox"/> SAT: 1.4: Chapter 2 Homework (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 1.5: Chapter 2 Quiz (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 1.6: Week 1 Reflections
Week 2: Accounting Information Systems (Chapter 7)	<input type="checkbox"/> WED: 2.1: Chapter 7 SmartBook Exercises (in McGraw-Hill Connect) <input type="checkbox"/> WED: Initial Post: 2.2 (Forum): Special Journals <input type="checkbox"/> SAT: Second Posts: 2.2 (Forum): Special Journals <input type="checkbox"/> SAT: 2.3: Chapter 7 Homework (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 2.4: Chapter 7 Quiz (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 2.5: Week 2 Reflections
Week 3: Adjusting Accounts for Financial Statements (Chapter 3)	<input type="checkbox"/> WED: 3.1: Chapter 3 SmartBook Exercises (in McGraw-Hill Connect) <input type="checkbox"/> WED: Initial Post: 3.2 (Forum): Adjustments <input type="checkbox"/> SAT: Second Posts: 3.2 (Forum): Adjustments <input type="checkbox"/> SAT: 3.3: Chapter 3 Homework (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 3.4: Chapter 3 Quiz (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 3.5: Week 3 Reflections
Week 4: Adjusting Accounts for Financial Statements (Chapter 4)	<input type="checkbox"/> WED: 4.1: Chapter 4 SmartBook Exercises (in McGraw-Hill Connect) <input type="checkbox"/> WED: Initial Post: 4.2 (Forum): Closing Entries <input type="checkbox"/> SAT: Second Posts: 4.2 (Forum): Closing Entries <input type="checkbox"/> SAT: 4.3a: Chapter 4 Homework (in McGraw-Hill Connect) <input type="checkbox"/> SAT: 4.3b: Chapter 4 Homework (Taskstream dropbox submission) <input type="checkbox"/> SUN: 4.4: Chapter 4 Quiz (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 4.5: Week 4 Reflections
Week 5: Accounting for Merchandising Companies and Inventories & Cost of Sales (Chapters 5 & 6)	<input type="checkbox"/> WED: 5.1: Chapter 5 SmartBook Exercises (in McGraw-Hill Connect) <input type="checkbox"/> WED: 5.2: Chapter 6 SmartBook Exercises (in McGraw-Hill Connect) <input type="checkbox"/> WED: Initial Post: 5.3 (Forum): Inventory, cost of goods and cost flow assumptions <input type="checkbox"/> SAT: Second Posts: 5.3 (Forum): Inventory, cost of goods and cost flow assumptions <input type="checkbox"/> SAT: 5.4: Week 5 Homework (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 5.5: Week 5 Quiz (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 5.6: Week 5 Reflections
Week 6: Statements of Cash Flows (Chapter 16)	<input type="checkbox"/> WED: 6.1: Chapter 16 SmartBook Exercises (in McGraw-Hill Connect) <input type="checkbox"/> WED: Initial Post: 6.2 (Forum): Special Journals <input type="checkbox"/> SAT: Second Posts: 6.2 (Forum): Special Journals <input type="checkbox"/> SAT: 6.3: Chapter 16 Homework (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 6.4: Chapter 16 Quiz (in McGraw-Hill Connect) <input type="checkbox"/> SUN: 6.5: Week 6 Reflections
Week 7: Finals Week (Chapters 2 - 7 & 16)	<input type="checkbox"/> SAT: 7.1: Final Exam Practice Questions (in McGraw-Hill Connect) <input type="checkbox"/> SAT: 7.2: Final Exam (in McGraw-Hill Connect)

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodation(s)

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to our one-stop shop advising team list.

Website (Google Doc): [Online Graduate Academic Advisors](#)

Website (Google Doc): [Online Undergrad Academic Advisors](#)

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.