ACC491 - Accounting Research Project
(3 credit hours)
Course Syllabus

Course Description

The Research Project is a challenging part of the Accounting Major. It is demanding, but when it is finished, it will have a pattern of research that can be used for an individual's entire professional career. The Research Project spans the complete curriculum. The Research Project involves the adult learner in choosing a problem to solve, thoroughly researching it, designing a specific plan of action, and writing an extended report.

The Research Project will focus many of the new skills that have been learned from the course work. The Research Project includes the practical application. The project will require analysis and resourcefulness. This project is a complex and rewarding part of the learning experience.

Course Learning Outcomes

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

1. Emphasize the value of research in accounting.
2. Improve skills in recognizing, stating, and solving problems objectively.
3. Improve skills in reading and analyzing research.
4. Develop resourcefulness conducting research.
5. Develop research-writing skills.
6. Improve presentation skills.
7. Create a positive change in the organization or community for which it is designed.

Prerequisites/Corequisites

ACC majors only; Senior standing and permission of School Dean or Designee.

Required Textbook(s) and Resources

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

Polonsky, M. J. & Waller D. S. (2018). Designing and managing a research project: A business student's guide (4th. Ed or concurrent). SAGE. ISBN: 9781544316468.

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Be sure to review the weekly **Explore** sections for additional resources. For access to databases and research help, visit the [Tiffin University Library](#). Consider also registering for a library webinar on library research, source evaluation, or copyright, at the [Library Events - Upcoming Events](#) web page. 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 class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **twenty (20) hours per week** to complete readings and assignments. To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of 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 forum discussion posts are due by **11:55 p.m. ET** on **Wednesdays** and response posts are due by **11:55 p.m. ET** on **Saturdays.**

4. Major assignments and reflections are due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

Assessments for this class consist of the following graded learning activities: One graded **forum discussion** per week; **written assignments** in weeks 1-5, presentations in weeks 5 & 6, and a final Action Research Project in Week 7. All assignments emphasize high-order cognitive tasks that challenge you to internalize core concepts and course skills.

Grading

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

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions	40	40	40	40	40	40	40	**280**
Assignment	100	100	100	100	100	--		**500**
PowerPoint Presentation	--	--	--	--	60	60	--	**120**
Final Research Project	--	--	--	--	--	--	100	**100**
Total	**140**	**140**	**140**	**140**	**200**	**100**	**140**	**1000**

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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.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: Introduction to Research	❏ WED: Activity 1.1 (Forum): Meet Your Peers ❏ WED: Activity 1.2 (Forum): Initial Plan ❏ SAT: Activity 1.1 & 1.2 Forum Responses ❏ SUN: Activity 1.3: Problem Analysis and Project Proposal Worksheet
Week 2: Ethical Considerations	❏ WED: Activity 2.1 (Forum): Proposed Research Purpose and Problem ❏ SAT: Activity 2.1 Forum Responses ❏ SUN: Activity 2.2: Chapter 1 Elements
Week 3: Literature Review (Part 1)	❏ WED: Activity 3.1 (Forum): Summary of Chapter 1 ❏ SAT: Activity 3.1 Forum Responses ❏ SUN: Activity 3.2: Mind Map of Relevant Literature
Week 4:	❏ WED: Activity 4.1 (Forum): Definitions of Validity, Reliability, and Credibility

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Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Literature Review (Part 2)	❑ SAT: Activity 4.1 Forum Responses ❑ SUN: Activity 4.2: Chapter 2 of the Action Research Project
Week 5: Data Gathering	❑ WED: Activity 5.1 (Forum): PowerPoint Presentation of Research Problem ❑ SAT: Activity 51 Forum Responses ❑ SUN: Activity 5.2: Four Types of Research Design (PPT)
Week 6: Recommendations and Presenting the Results	❑ WED: Activity 6.1 (Forum): Presentation of Research Plan and Findings ❑ SAT: Activity 6.1 Forum Responses ❑ SUN: **No assignment** (use this time to work on your Action Research Project)
Week 7: Communicating the Results	❑ WED: Activity 7.1 (Forum): Course Reflection ❑ **THUR**: Activity 7.2: Chapters 1-3 (Action Research Project) ❑ SAT: Activity 7.1 Forum Responses

Tips for Success

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

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements 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.

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- 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 details, 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 Instructors to:

- 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:
  - 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 on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.
- 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.

Accommodations (Disability Services)

The Office of 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

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due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a support ticket.

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at http://www.tiffin.edu/va.

Additional Support

If you need to consult an academic advisor refer to TU's Meet the Team page. For information about TU's peer tutoring program see the Murphy Center's Tutoring Policies and Procedures 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.