



# University of the Incarnate Word

## ONLINE COURSE OUTLINE

### ACCT3315 – Federal Income Tax I

#### I. Logistics

University of Incarnate Word, ADCaP

Course: ACCT 3315 Federal Income Tax I

Prerequisite: Principal Accounting I and II

Instructor: Sherry Chao-Hrenek

Office location: On-line

Contact information: [chaohren@uiwtx.edu](mailto:chaohren@uiwtx.edu) / (210) 364-1170 (email is the best way to get hold of me!)

On-Line Office Hours: Monday - Friday 9:00AM – 1:00PM or by Appointment

#### Instructor Bio:

Hello everyone from the great state of Texas! My name is Sherry Chao-Hrenek. I have been teaching at DeVry University since 2006 for both undergraduate and graduate programs in San Antonio, Texas Campus. And I have been teaching for UIW since summer 2009. My family would have never imagined that I would become a teacher 25 years ago. I will share a secret, if you guys promise you won't tell... Since I was ten years old, I have always been ranked at the bottom of my class. Don't get me wrong, I wasn't a bad kid at school; but, for whatever reason, my brain just didn't click, and I just don't do well at tests. Until I got to high school, and, my brain finally woke up! Since then, I passed all my tests, and got all the way to my Ph.D! Even today, during my family reunion, my parents are still giving me this funny look (Thank God look)!

I was born in Taipei, Taiwan, and my family immigrated to US when I was 12 years old. I lived in Jefferson City, MO for 6 years, and that is where I learned English and the American Culture of eating hamburgers and fries. I came to Texas when I was senior in high school, and I have lived in San Antonio since 1989. I graduated my BA in Accounting from University of Texas in San Antonio, then my MBA in International Business and Ph.D in Leadership. I received both my master and Ph.D degrees from Our Lady of the Lake University in San Antonio, Texas.

I have over 18 years of financial accounting management and leadership experiences. During the last 10 years, I served as the CFO and VP of Corporate Operations for companies in San Antonio; and managed multiple federal government real estate contracts worth over \$100M in revenue and led over 300 employees and monitored over 1000 subcontractors performance in nationwide. I have extensive experiences in start-up operations, streamline the process and productivities, and maximize operation and financial efficiencies. Currently, I also serve as San Antonio (SA) Planning Commissioner and active involve in SA community.

I met my husband in Las Vegas, so much to “what happened in Vegas, Stays in Vegas”!! We have a 6 years old daughter, Nika. She is my full time job and she is the angel of our lives.

I am very looking forward to work with every one of you, and look forward meet you. We will have a great time next eight weeks, it will be hard work, but, I promise, we will keep it fun!

Sherry Chao-Hrenek, Ph.D

## I

### II. Overview Course Objectives:

This course is designed to provide a foundation for the understanding of personal income tax accounting at the federal level.

1. Understands the foundations and development of tax law in the U.S.
2. Able to apply appropriate tax laws in the preparation of uncomplicated individual federal income tax return.
3. Able to apply appropriate tax laws in the preparation of uncomplicated individual federal income tax return.
4. Specific objectives for each chapter are located at the front of the chapter.

### III. Outcomes of the Course

1. Demonstrate knowledge of the fundamental basic principles, concepts and methods used in the generation of federal taxation data for Federal Income Tax preparation and interpretation.
2. Demonstrate the basic understanding of Federal Income Tax Law from source transactions through Income Tax preparation.
3. Demonstrate the ability to create Income Tax and able to gathering the sources and applying to Federal taxation law.
4. Demonstrate the use of federal income tax law in the decision-making process.
5. Demonstrate the use and the ability to apply for all federal tax law and income tax return forms.

### IV. Assessments for EACH Outcome of the course

- A. Instructor designed examinations evaluating objective and applied concepts.
- B. Applied technology-based weekly assignments (quiz format), problem solving exercises.

C. On-line discussion and participation both in course objectives and problem solving exercises.

## V. Course Texts/Supplies/Materials

eTextbook

McGraw-Hill's Taxation of Individuals, 2013 Edition, 4th Edition

ISBN-13: 978-0-07-743411-3

## VI. On-Line Class Schedule/Matrix includes the topics, readings, and/or assignments for each week the class covers:

### Course Outline

Week	Chapter Readings and Researches	Homework Assignments
Week #1	Read Chapter 1 - 3	<b>Discussion</b> – Write and post short biography in the biography thread (.5) . Review Announcement/Emails on Weekly Lecture/Notes Materials update (1.5) . Research on Video/Article for this week's material and participate in discussion (1) . Participate on weekly Exercise (EX)/Problem(PR) discussion posts (1.5) . Take part in General Discussion posts (required 3 different days per week per chapter (2.5). <b>Homework: Due on Sunday (11:59pm) CT.</b> Complete Quiz #1
Week #2	Read Chapter 4 & 5	<b>Discussion:</b> . Review Announcement/Emails on Weekly Lecture/Notes Materials update (1.5) . Research on Video/Article for this week's material and participate in discussion (1) . Participate on weekly Exercise (EX)/Problem(PR) discussion posts (1.5) . Take part in General Discussion posts (required 3 different days per week per chapter (2.5). <b>Homework: Due on Sunday (11:59pm) CT.</b> Complete Quiz #2

	Week #3	Read Chapter 6	<b>Discussion</b> <ul style="list-style-type: none"> <li>. Review Announcement/Emails on Weekly Lecture/Notes Materials update (1.5)</li> <li>. Research on Video/Article for this week's material and participate in discussion (1)</li> <li>. Participate on weekly Exercise (EX)/Problem(PR) discussion posts (1.5)</li> <li>. Take part in General Discussion posts (required 3 different days per week per chapter (2.5).</li> </ul> <b>Homework: Due on Sunday (11:59pm) CT.</b> Complete Quiz #3
	Week #4	Midterm (CH 1-6)	<b>Discussion</b> <ul style="list-style-type: none"> <li>. Review Announcement/Emails on Week 1-4 Lecture/Notes Materials Review (1.5)</li> <li>. Instructor leads on WK 1 - WK 4 Exercise/Problems Review/Answering questions for the Midterm (1.5)</li> <li>. Instructor leads review/questions on General Discussions on WK 1 -WK 4 material for Midterm. (1.5)</li> </ul> <b>Homework: Complete Midterm.</b>
	Week #5	Read Chapter 8	<b>Discussion</b> <ul style="list-style-type: none"> <li>. Review Announcement/Emails on Weekly Lecture/Notes Materials update (1.5)</li> <li>. Research on Video/Article for this week's material and participate in discussion (1)</li> <li>. Participate on weekly Exercise (EX)/Problem(PR) discussion posts (1.5)</li> <li>. Take part in General Discussion posts (required 3 different days per week per chapter (2.5).</li> </ul> <b>Homework: Due on Sunday (11:59pm) CT.</b> Complete Quiz #5

	Week #6	Read Chapter 9	<b>Discussion</b> <ul style="list-style-type: none"> <li>. Review Announcement/Emails on Weekly Lecture/Notes Materials update (1.5)</li> <li>. Research on Video/Article for this week's material and participate in discussion (1)</li> <li>. Participate on weekly Exercise (EX)/Problem(PR) discussion posts (1.5)</li> <li>. Take part in General Discussion posts (required 3 different days per week per chapter (2.5).</li> </ul> <b>Homework: Due on Sunday (11:59pm) CT.</b> Complete Quiz #6
	Week #7	Read Chapter 10	<b>Discussion</b> <ul style="list-style-type: none"> <li>. Review Announcement/Emails on Weekly Lecture/Notes Materials update (1.5)</li> <li>. Research on Video/Article for this week's material and participate in discussion (1)</li> <li>. Participate on weekly Exercise (EX)/Problem(PR) discussion posts (1.5)</li> <li>. Take part in General Discussion posts (required 3 different days per week per chapter (2.5).</li> </ul> <b>Homework: Due on Sunday (11:59pm) CT.</b>  Complete Quiz #7  <b><u>Final Exam will be open on Friday and it is due on the following Wed. 5:00pm.</u></b>
	Week #8	Final Exam (CH 8-10)	<b>Discussion</b> <ul style="list-style-type: none"> <li>. Review Announcement/Emails on this final week's overall class lecture and notes for final exam and class updates (1)</li> <li>. Take part in General Discussion posts on looking ahead, how this class can help for student future career (1).</li> </ul> Final Exam due by <b><u>5:00 p.m. on Wed - WK 8.</u></b> <u>No Late Exams will be accepted.</u>

## VII. Grading Activities, Criteria and Guidelines

### A. Grading standards:

Discussions	(6x50)	300 points (30%)
Home Work Quiz	(6X50)	300 (30%)
Midterm Exam		200 (20%)
Final Exam		200 (20%)
Total Points		1000 (100%)

<b>Homework Quiz</b>	<b>Comprehensive end of chapter topics and technical exercises in 25 Multiple Choice quiz format. Instructions correctly followed and all work completed and successfully submitted by the designated due date.</b>	<b>30%</b>
<b>Discussion Exercises</b>	<b>Participation in the discussion evidenced by posting at least Three Different Days and 2 EX posts per week and with thoughtful responses to all questions.</b>	<b>30%</b>
<b>Midterm/Final Exam</b>	<b>Cumulative-objective-type examinations consisting of multiple choice questions, technical exercises and short essay analysis based on topics. Instructions correctly followed. Successful completion and submission of the midterm and final exam by the designated due date.</b>	<b>40%</b>
		<b>100%</b>

### Grading Scale:

A	93 – 100	B-	80-82	D+	67-69
A-	90 – 92	C+	77-79	D	63-66
B+	87 – 89	C	70-76	D-	60-62
B	83 – 86	There is no C-		F	< 60

**A and A-** indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

**B+, B, and B-** indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

**C+ and C** indicates an acceptable grasp of the essentials of the course.

**D+, D, and D-** indicates less than average performance in the course.

**F** indicates failure to master the minimum essentials of the course. The course must be repeated

**B. The home works (Weekly Quizzes)** will be graded using the following rubric.

All weekly quiz will need to submitted before due date.

The due date for all homework is each Sunday by 11:59pm Central. All homework must be turned in by the designated due date. If you foresee a problem, or have trouble with

the software, need help, etc., notify me as soon as possible before the deadline. If you encounter any other problems with meeting a given deadline, contact me and I will evaluate your situation on an individual basis. I am mindful of our hectic lives and late homework assignments may happen. However, you also need to remember, this is an eight-week course, so we do move through the material rapidly. You can quickly get behind in the work.

**C. Discussion Exercises:** A discussion exercise will be posted at the beginning of each week. Each student will be expected to research, read, and share facts or their opinions – depending on the nature of the questions. You must submit your first discussion contribution before **Wednesday** of the given week. You should then reply to someone else later in the week. Discussion does not mean answering the question. It means taking part in a give and take to learn different points of view. If you do all of your discussion contribution at the end of the week you will only get half of the possible points. Discussion is 30% of your final grade, failure to respond to discussion **WILL** have a serious impact on your grade and success of passing the course. Discussion closes for any given week at 11:59pm Central on Sunday.

Your discussion remarks reflect your abilities to articulate your thoughts in writing. Be mindful of your spelling, presentation and organizational skills when writing. This is taught as a business class and your work will be graded using that standard. Your discussion and assignments should be done as if they were given to your boss for review.

Remember, "Talking" on-line is not the same as talking on the telephone or talking in person. We normally use verbal expression, intonation, vision, and body language to get the message across when face-to-face. Make sure to respect the feelings of others at all times. That is not to say you cannot disagree and express your opinions/feelings.

I ask for at least **3 DIFFERENT DAYS per week per CHAPTER, starting no later than Wed. each week.** The first comment should be in response to the question(s) I pose for the week. The second and third will be to a fellow classmate's comments in the discussion or my follow up questions throughout the week. Also, please be sure to participate at least **2 EX posts** (work problems at the end of the chapter) per week (posted under discussion tab each week). With this method we can get a very good dialogue for the week. I will keep track of your discussion participation, your follow-up to other comments and the insightfulness you use in the discussion. Remember, the first posting is due by Wednesday of a given week.

How I grade the Threaded Discussions?

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course.

Discussions will always close **Sunday, 11:59 CT Time**. A successful student in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.

The discussions will be graded for:

**1. Frequency (maximum 20 points each week)** —Number and regularity of your contributions. You are expected to log into the course and post (respond) in each threaded discussion topics on a **minimum of three** separate days per week, **beginning no later than Wednesday each week**.

**2. Quality (maximum 30 points each week)** —Content of your contributions. Examples of quality posts include:

- **providing additional information to the discussion;**
- **elaborating on previous comments from others;**
- **presenting explanations of concepts or methods to help fellow students,**
- **presenting reasons for or against a topic in a persuasive fashion,**
- **sharing your own personal experiences that relate to the topic, and**
- **Providing a URL and explanation for an area you researched on the Internet.**

**You will earn points as follows:**

**Frequency (maximum 20 points):**

- **1 day of participation = 9 points (max 3 points per thread)**
- **2 days of participation = 15 points (max 5 points per thread)**
- **3 days of participation = 20 points (max 7 points per thread)**
- **Wednesday posting—students who do not post to each TDA by Wednesday will lose 6 points (max 3 points per thread)**

**Quality (maximum 30 points)**

#### **High (up to 10 points for each high quality post)**

Your contributions to each Topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. You provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.



<b>Medium (up to 8 points for each medium quality post)</b>
Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. When you make intelligent posts during the week, including some good critique of the course material, then you have demonstrated you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but may be just a bit off target in one area or another.
<b>Low (up to 6 point for each low quality post)</b>
You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension.
<b>Unsatisfactory (up to 4 points for each unsatisfactory post)</b>
You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0." If you are not in the discussion, you do not earn any points.

I strongly encourage the use of outside materials and examples in our discussions. Prompt posting, by Wednesday, of your initial response will provide everyone the opportunity to respond and it gives us time to fully explore the topic.

**D. Midterm/Final Exams** - Cumulative-objective-type examinations consisting of multiple choice questions, technical exercises and short essay analysis based on topics Instructions correctly followed. Successful completion and submission of the midterm and final exam by the designated due date.

#### **VIII. Participation, Punctuality and Attendance: Requirements and Expectations**

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog, page 77  
(<http://www.uiw.edu/registrar/documents/UIWUGCATALOG2009-2011--WEBVERSION.pdf>)
- Participation in Virtual courses is expected three out of seven separate days.
- Participation in Hybrid courses is expected in class, and two out of seven separate days.
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homeworks, tests, exams, and e-mail communication: Save for your records
- Assignments and Homeworks with due dates: Expected to be turned-in on time

#### **VIII. Academic Honesty Statement**

(<http://www.uiw.edu/registrar/documents/UIWUGCATALOG2009-2011--WEBVERSION.pdf>, page 84)

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word. Forms of academic dishonesty include, but are not limited to:

- Cheating on tests, examinations, or other class or laboratory work.
- Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- Counterfeit Work – including turning in as one's own, work which was created, researched, or produced by someone else.
- Falsification of Academic Records – knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- Theft – unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion -unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

#### **X. Student Disabilities Statement**

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. For more information contact the Student Disability Services Office: Moisés Torrescano, Director or Michelle Beasley, Academic Counselor, 105 Administration Building, Phone (210) 829-3997.