Accounting I - Financial Accounting
Six-week course

Course Syllabus
MGT 150: Accounting I - Financial Accounting
Welcome to an engaging online learning experience

We are pleased to welcome and support you in this course, and begin by telling you about our mission, our learning model, and our commitment to academic quality and innovation, all of which contribute to ensuring your success.

Our mission-- Our mission is to provide online learning opportunities that allow individuals to earn academic credits that are transferrable to bachelor's degree programs, and increase knowledge applicable in academic contexts and workplace practice as a way of improving performance, stimulating personal growth, and advancing professional and career goals.

Our learning model-- Our courses are designed for self-directed learners. By that we mean that our students (who are working adults or individuals seriously considering the world of work and personal responsibility), have identified immediate and longer-term goals--and are motivated and willing to take initiative in achieving them. In our courses, then, they may choose their own pace in completing assignments within the timeframe allotted. They will have the academic guidance of an instructor and opportunity to interact with fellow learners, but their central driving force lies within themselves--to experience the satisfaction of achieving a successful step toward an important life goal.

Our instructors--They are dedicated to online learning, have earned master's degree or doctoral degree credentials in the discipline in which they teach, and are active in diverse workplace and leadership activities. As such, they are scholar/practitioners. In guiding your learning journey in this course, they will provide important subject-area insights, respond to your questions, assess your assignments and give you feedback. Email exchanges and Skype interaction are among the means they'll use to encourage and support your progress and achievement.

Our commitment to you--Adult learning theory frames our curriculum design; innovative technology delivers it--and helps ensure its engaging, enriching, academically solid quality. We provide ways for you to approach learning through reading, video, library research, and access to interactive web tools. Dream Degree Academics' vision is a purposeful one: we are committed to assisting self-directed, serious individuals achieve success and find purpose--by providing them accessible, affordable, academically respected online learning opportunities.

Dream Degree Academics, LLC maintains ACE CREDIT recommendations on its courses. The American Council on Education’s College Credit Recommendation Service (CREDIT) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom.
“The main goal of an accounting system is to capture information about the operating, investing, and financing activities of a company so that it can be reported to decision makers, both inside and outside the business.” --A quotation from our textbook authors.

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ACCOUNTING I (Financial Accounting)

Course Description

This course introduces basic principles of accounting theory and practice. Topics covered include accrual basis accounting, the accounting cycle, preparation of financial statements, and internal controls. Other topics include accounting for cash receivables, payroll, inventories, fixed assets, and current liabilities.

Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Analyze, journalize, and post business transactions.
2. Prepare a multiple-step income statement, an owner's equity statement, and a classified balance sheet.
3. Analyze existing account balances; prepare end-of-period adjusting and closing entries; and a post-closing trial balance.
4. Account for cash and petty cash including internal controls over cash.
5. Account for merchandising companies, including costing and internal control over inventory.
6. Account for property, plant, and equipment; accounts receivable; and current liabilities.
7. Demonstrate college-level writing skills by incorporating material into clear sentences and cohesive paragraphs. (Secondary)

Required Readings: Textbook


Supplementary Resources

A selection of additional resources from the online library and relevant web resources are provided each week.

Online Library

Through its instructional platform, Dream Degree Academics links to the Gale Cengage Academic One File. It includes:

- More than 14,000 titles, including more than 9,000 peer-reviewed journals and more than 6,000 in full text
• Full text of The New York Times from 1985 to present
• Links with JSTOR for archival access to periodicals and Open URL compliances for access to e-journal and subscription materials
• Thousands of podcasts and transcripts from NPR, CNN and CBC.
• Variety of video presentations.

Course Activities and Assessment Means

These activities allow you to engage in learning in a variety of ways. Some ways may be more appealing to you than others—because we all have preferred learning styles. But each activity will contribute important insights. Evaluation in the course will measure your performance in these activities.

Knowledge-Building (30% of course grade)
Assessed by Objective Testing

Concept Comprehension, Problem-Solving and Discussion (50% of course grade)
Assessed by Graded Problem Sets and Discussion Forums.

Summative Assessment (20% of course grade)
Assessed by final examination.

Description of Course Activities

Self-Directed Learning (McGraw-Hill Connect Platform)
The self-directed activities below comprise the knowledge-building process in this course. Each one requires intentional and careful focus:
• Engaging in ebook reading
• Viewing content-related videos created by subject matter experts
• Exploring interactive exercises/scenarios
• Assessing adaptive learning technology that analyzes personal learning patterns
• Using self-tests to verify progress and achievement levels

Each activity is designed to introduce and solidify understanding of particular concepts, theories or research—as well as to provide insights related to practice and implementation. Further, each activity prepares you for the end-of-week objective test.

End-of-Week Timed Test (20% of course grade)
The End-of-the-Week Objective Test is based on the week’s reading assignments and consists of questions typically or actually used in the self-tests. It is included as part of the course grade. It consists of 20 random questions typically or actually used in the self-test. It is included as part of the course grade; your grade will be automatically posted to your Gradebook. You have 15 minutes to complete the test.

Interpreting/Analyzing – Discussion Forum (20% of course grade)
This is an interactive activity which requires you to participate in Discussion Forums. Specific topics will be posted for discussion each week. You will be asked to post a thoughtful response to the
topic and engage in e-conversation about the topic with at least two others in the course each week. times for making these posts are identified.

**Practice Problem Sets - Not Graded** (0% of course grade)
This is a responsive activity which requires you to analyze and solve problems and match your results with answers provided in the textbook. Practice Sets are identified as preparation for your graded Problem Set work due at the end of the week.

**Graded Problem Sets** (30% of course grade)
This is a responsive activity which requires you to complete and submit Problem Sets related to content covered in each week of the course. Problems Sets are completed in Connect.

**End-of-Course Assessment** (20 % of course grade)
This activity consists of a 40-minute online examination, requiring response to objective questions on content covered in the course.

**Learning Activities Chart**

Our learning model is built on a self-paced approach. That means you have some flexibility in completing the assignments. This design accommodates your busy and (sometimes) unpredictable schedule. However, you are encouraged to follow the weekly structure that is laid out for you. This outline is a realistic and proven guide. There are no penalties for submitting individual assignments at earlier or later times than those identified in the week schedule. But all assignments must be completed. Your instructor will be aware of your progress and will help you avoid falling behind. Plan your time wisely.

The chart below identifies the nature, arrangement and weighting of the course assignments:

<table>
<thead>
<tr>
<th></th>
<th>Knowledge-Building Activities</th>
<th>Concepts Comprehension, Discussion, Demonstration of Concepts</th>
<th>End-of-Course Activities</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Reading and Self-Tests 0%</td>
<td>Practice Problem Set 0%</td>
<td>Discussion Forum 20%</td>
</tr>
<tr>
<td></td>
<td>End-of-Week Tests 30%</td>
<td>Graded Problem Set 30%</td>
<td>Summative Objective Exam 20%</td>
</tr>
<tr>
<td>WK 1</td>
<td>5 pts</td>
<td>0 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td>WK 2</td>
<td>5 pts</td>
<td>0 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td>WK 3</td>
<td>5 pts</td>
<td>0 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td>WK 4</td>
<td>5 pts</td>
<td>0 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td>WK 5</td>
<td>5 pts</td>
<td>0 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td>WK 6</td>
<td>5 pts</td>
<td>0 pts</td>
<td>5 pts</td>
</tr>
</tbody>
</table>

20 pts
Rubrics

In one assignment, the Discussion Forum, rubrics are used. Be sure to examine each one.

**What is a rubric?** A rubric is an assessment tool that allows measure to be made of several criteria or aspects in an assignment. The rubric is developed with a numerical value placed on each criterion. The person evaluating the assignment opens the rubric and enters a score for each criterion. So, the overall grade is the sum of the numerical values assigned to each part.

Use of rubrics makes the assessment process more authentic; a range of performance levels is shown in the rubric structure, and measurement of performance is made based on carefully defined criteria. It is important to refer to and understand the rubric as you develop your response to an assignment. It is a guide for completing the assignment—and the guide that will be used in evaluating it. A rubric allows you to know in advance how an assignment will be evaluated. Use of rubrics improves the quality of learning.

Assessment

Since Dream Degree Academics courses have received credit recommendation from the American Council on Education (ACE Credit), they are used primarily as transfer credits. In accepting such transfer credits, colleges and universities require a grade in the C category or higher. Dream Degree Academics instructors may assign D or F grades for particular work that is inferior. But, your cumulative grade must be in the C category minimally to pass the course.

Grading of assignments and overall performance in the course is done using the following breakdown:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Lower Level of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0.933</td>
<td>93 points</td>
</tr>
<tr>
<td>A-</td>
<td>0.9</td>
<td>90 points</td>
</tr>
<tr>
<td>B+</td>
<td>0.866</td>
<td>87 points</td>
</tr>
<tr>
<td>B</td>
<td>0.833</td>
<td>83 points</td>
</tr>
<tr>
<td>B-</td>
<td>0.8</td>
<td>80 points</td>
</tr>
<tr>
<td>C+</td>
<td>0.766</td>
<td>77 points</td>
</tr>
<tr>
<td>C</td>
<td>0.733</td>
<td>73 points</td>
</tr>
<tr>
<td>C-</td>
<td>0.7</td>
<td>70 points</td>
</tr>
</tbody>
</table>

Self-Directed Learning and Being Successful in Online Courses

Dream Degree Academics courses are designed for **self-directed learners**. By that we mean that our students, who are working adults or individuals seriously considering the world of work and personal responsibility, have identified immediate and longer-term goals—and are motivated and willing to take initiative in achieving them. In this course, then, they may choose their own pace in completing assignments within the timeframe allotted. They will have the guidance of an instructor and opportunity to interact with fellow learners, but their central driving force lies **within themselves**—to experience the satisfaction of achieving a successful step toward an important life goal.
While not an exhaustive list, these guidelines are important to consider in being successful in this online course:

1. Online courses allow you a lot of flexibility in choosing when to complete assignments, which is one reason they are attractive to busy people. But, this feature is an advantage only if you are able to manage your time effectively. Plan out each week and avoid completing course activities at the last minute.

2. Make sure you have a reliable computer available and consistent Internet access.

3. You may find that it’s necessary to spend more time completing an online course than a classroom course. Self-discipline and taking responsibility for your own learning are required.

4. Keep in touch with your instructor. Use Skype. This person is there as your guide—an encourager, a scholar/practitioner, a helpful resource.

5. Online learning provides many opportunities for social exchanges and networking. Use as many of these opportunities as possible to enrich and enliven your course experiences.

6. Be courteous in your online interactions.

7. Find enjoyment in exploring the multitude of learning possibilities that online learning offers.

### Avoiding Plagiarism in Written Assignments

Plagiarism, as defined in the 1995 *Random House Compact Unabridged Dictionary*, is the "use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work". This simply means that you can’t use or copy someone else’s material from the Internet, a book or other source and present it as yours. It also means you can’t submit work in this course that you have already completed in another course without identifying it as work completed previously. If it is discovered that you are using plagiarism in this course, you can expect to receive a failing grade. All written work must be your own.

Instructors will use the Plagiarism Finder (accessible from the Dream Degree Academics Classroom) as they review your assignments. You need to upload all written work into the Plagiarism Checker prior to submitting it to your instructor.

### Taking Time for Critical Reflection

Since, as adults, we learn a great deal through reflection, you should find time during the course for “critical reflection”. That means you will seek opportunities not just to look back on what you are encountering in the course, but to reflect on it—hold it up to scrutiny, determine where it “fits” into your present circumstances. This highly personal activity becomes a transformational process.

A transformational process is sharply different from a review process. You may want to review course content in preparation for the final examination, for instance. That’s appropriate, too. But, in addition, you should take time to interpret the learning experience this course has provided—identify aspects which can become transformational building blocks in your life development.
The writing activities in the course become useful instruments as you engage in this critical reflection process.

**Expectations for Online Interactions in this Course**

**Instructor Contact:**
- Instructors login to the class a minimum login of five days a week.
- Use email to contact your instructor. Some instructors provide phone contact.
- Monitor the Announcements Page and check your email daily.

**Staying on Schedule:**
- Good organization of time and effort is required to keep pace in this course.
- Assignments must be submitted at times scheduled.
- Credit for late work is reduced. The extent of reduction, not exceeding one full letter grade, is determined by the instructor on a case-by-case basis.
- Exceptions for late work can be made if circumstances for the delay are made known to the instructor in advance of the assignment. (Consideration is given when unusual or critical circumstances occur.)

**Discussion Forum and All Course Interactions:**
- Be professional, but be forthright about raising questions.
- Respond to more posts than the minimum number required, if you wish.
- Respect others’ viewpoints; be thoughtful. Plan your posts carefully.
Course Assignments - All Accessible in our LMS

The course assignments are designed to engage you in the following learning activities: inquiry, assessment, collaboration, interpretation/analysis, writing and application to your life and work. Typically there are two graded assignments each week, plus a test of reading knowledge based on assigned textbook chapters.

The various activities incorporated into each week of the course aid in focusing on the weekly topic. The activities encountered will include some of the following:

- **Overview of the Week Videos** – Short and informative videos that give an overview of the week ahead and a recap of the previous week.

- **Required Textbook Readings** – Readings are presented online.

- **Supplementary Resources** – May includes scholarly articles from Cengage Online Library, links to professional and educational website articles, and videos.

- **Adaptive Learning** – Courses incorporate adaptive learning technologies, when available, to help assess the strengths and weaknesses of individual students and tailor activities to help them learn. The two technologies currently used include:

  - **LearnSmart** helps students succeed by providing a personalized learning path that’s based on responses to questions (right or wrong), as well as how confident they feel about the answers they provide. The program also encourages the retention of the material by identifying concepts that students are likely to forget, and directing them back to portions of the e-book to help them solidify concepts.

  - **ALEKS** is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn’t know in a course.

- **Self-Test** – Tests your knowledge of the textbook reading assignment.

- **Discussion Forum** – Students make a post on a given topic and respond to the posts of their peers.

- **Practice Problem Set and Graded Problem Set** – In some quantitative courses problem sets provide a practical application of the topic. Similarly, in writing courses there are Draft Assignments and Graded Assignments.

- **Personal Learning Journal** – An assignment of reflection on insights and ideas that occur as you read and study.
• **Short Analytical Essay** – Incorporates writing into the learning process. You will respond to a given topic by organizing your thoughts, writing, revising, and reviewing your thoughts.

• **Presentation** – Use creativity in developing a presentation on a given topic.

• **Summative, Reflective Essay** - A comprehensive assignment that requires reflection on the significant insights gained through the course, analysis of those insights and how it relates to personal growth.
Rubrics

These rubrics are imbedded into the online assignments. The instructor or mentor opens the rubric to document the grade assigned.

**Discussion Forum Rubric (Initial Posting)**

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<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>POOR</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>INITIAL POSTING Knowledge of the Transaction and Correct Solution (2 points)</td>
<td>Meets required criteria at a highly proficient level (100%)</td>
<td>Meets all requirements at a proficient level (80%)</td>
<td>Meets basic assignment criteria (70%)</td>
<td>Meets some of criteria; level unacceptable (60%)</td>
<td>Fails to meet the assignment criteria (0%)</td>
</tr>
<tr>
<td>• Correct solution/ or accurate presentation</td>
<td>• Correct solution/accurate presentation</td>
<td>• Essentially correct solution/accurate demonstration</td>
<td>• Partially correct solution or accurate presentation, but little evidence of process or explanation</td>
<td>• Incorrect solution/presentation</td>
<td></td>
</tr>
<tr>
<td>• Excellent demonstration of process in making the solution or explaining the presentation</td>
<td>• Adequate demonstration of process in making the solution/ or explaining the presentation</td>
<td>• Acceptable demonstration of process in making the solution/ or explaining the presentation</td>
<td>• Or, correct answer, but no evidence of process</td>
<td>• Or, no answer at all.</td>
<td></td>
</tr>
<tr>
<td>RESPONSE TO PEERS Thoughtful Reflection (1 point)</td>
<td>• Reply makes multiple references to and integrates information from initiating post</td>
<td>• Reply makes some references to and integrates information from initiating post</td>
<td>• Reply incorporates bits of information from initiating post</td>
<td>• Reply conveys minimal-level thought about initiating post or about the topic in general</td>
<td>• Reply conveys no thought about the initiating post or about the topic in general.</td>
</tr>
<tr>
<td>• Reply to initiating post is explicitly thoughtful</td>
<td>• Reply conveys substantial thought</td>
<td>• Some thought appears to be given topic</td>
<td>• Appears to be done hastily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSE TO PEERS Contribution to the Discussion (1 point)</td>
<td>• Makes a substantial contribution and attempts to stimulate additional</td>
<td>• Makes important contribution to discussion</td>
<td>• Makes a limited contribution to discussion</td>
<td>• Minimal-level information, or perspectives provided</td>
<td>• Little relevance shown in comments</td>
</tr>
</tbody>
</table>