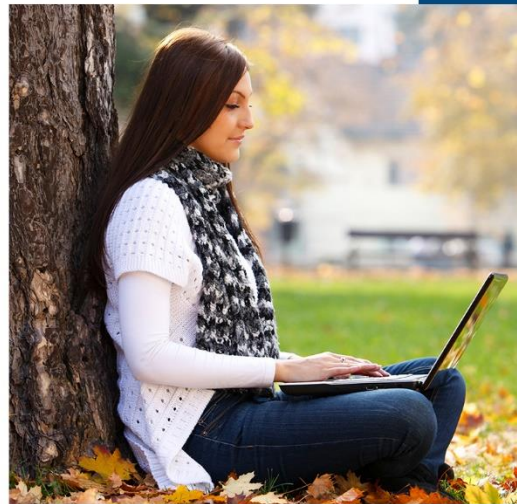
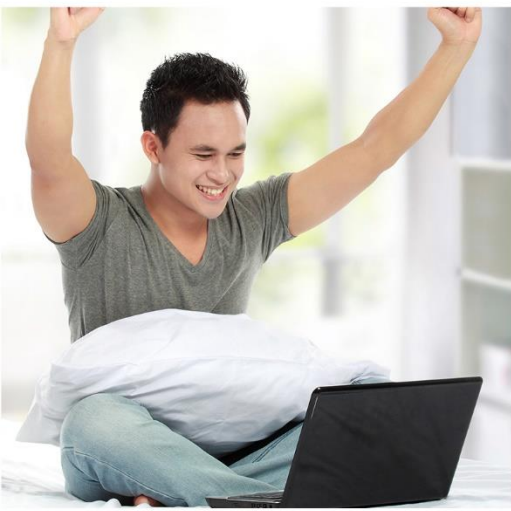




School of
Distance Education
Andrews University

SYLLABUS



**ACCT 121 Principles of Accounting I
Summer 2024**

ACCT 121 Principles of Accounting I

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Descriptions

Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. Labs are designed to further address, through practice and implementation, the content of this course.

Required Text/Material

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Weygandt, Jerry J., Paul D. Kimmel and Donald E. Kieso. (2020). *Financial and Managerial Accounting*, 4th ed. Hoboken: John Wiley & Sons, Inc. *Any book you purchase needs to have access to WileyPlus as the majority of assignments are done through the WileyPlus site! Options below.*

1. Single Term Access to WileyPlus (includes access to eBook Access for the term only): [978EEGRP43572](#)

2. Single Term Access to WileyPlus + Permanent Copy of eTextbook: [9781119819219](#)
3. Single Term Access to WileyPlus + Losse-Leaf Textbook: 9781119754510

Troy, C. & Ruhupatty, L. (2014). *Scriptural Foundations for Accounting*. Berrien Springs, MI: Andrews University Press. ISBN 13: 9781940980027

WileyPlus Access:

To access WileyPlus, you need to follow the instructions provided in the LearningHub space labeled Student Login information. It is best to just purchase through going through the Student Login.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via discussions, audio/video presentations, proficiency assessments, creative assignments, exercises, continuing case analysis, final paper, and mid- and final exams.

A recommended weekly schedule to divide your time is provided below.

Readings: 3 hours
Watching audio/video presentation: 1 hour
Interactive Discussions: 1 hour
Exercises and problems: 1 hour
Studying for Upcoming Quizzes and Exams: 1 hours

Student Learning Outcomes

1. Illustrate—with examples—accounting's effect on society in general, and the mission of the Adventist movement in particular.
2. Demonstrate understanding of the double-entry accrual accounting system by performing accounting activities (prepare, adjust, correct, and close entries) in T-accounts, journals, and ledgers.
3. Prepare income statements, balance sheets, statements of owners' equity and statements of cash flows, given basic financial information and transactions.
4. Deliver original written and oral memos explaining the preparation of and the relationships between the financial statements listed in Outcome 3.
5. Describe and explain basic accounting issues related to assets such as cash, receivables, inventories, plant assets, and intangibles.
6. Identify liabilities and be able to distinguish between current and long term liabilities
7. Explain the basis of accounting for inventories and how the inventory cost flow methods can impact the financial statements
8. Understand and identify the basic differences between financial statements prepared according to US GAAP and under IFRS.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction reading, accessing instructional materials, interacting with your instructor and classmates via discussions, audio/video presentations, proficiency assessments, creative assignments, exercises, continuing case analysis, final paper, and mid- and final exams.. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

WileyPLUS Quizzes

These are 30-point quizzes. Students can take these up to two times and will receive the best score of the two.

WileyPLUS Exercises & Problems

Selected exercise and problems from the end of each chapter have been assigned through the WileyPLUS online portal. They are graded instantly when you complete each assignment and will be reflected in your LearningHub gradebook.

Exercises and problems consist of multiple choice/fill-in-the-blank/matching question types.

WileyPLUS Continuing Case: Cookie Creations

At the end of each chapter you will find a continuing case that follows Natalie Koebel as she starts her business, named *Cookie Creations*. This assignment is woven through the entire course as an opportunity to synthesize everything covered within a single, life-like story.

Question types include making various accounting entries, completing financial statements, and writing short answer responses to questions. Some answers are graded immediately by WileyPLUS, while others are graded later by the instructor.

The case begins in Chapter 1 and continues until Chapter 11, where ACCT 121 ends.

Fraud Paper

During week 15 you will research the rise and fall of the Enron company in preparation for your writing assignment. In this 2–3-page paper you will provide a summary of the scandal, the impacted parties, and what ethical mistakes were made. You also need to hypothesize how you would handle a situation of fraud in your workplace. The paper should reference specific topics and terms learned throughout this course. Use Chicago Style, single spaced, size 12 Times New Roman font, 1-inch margins. Be sure to cite your sources and proofread for spelling, grammar, and typos.

Discussions

During this course, you have an opportunity to express what you’re learning as responses to various prompts provided in LearningHub as discussions posts. This exercise proves you are able to put accounting lessons into your own words, which prepares you for the work environment, where you will frequently communicate to co-workers and supervisors.

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned. More details regarding each of these assignments are available in LearningHub.

Exams

See section on exams below the following rubrics section for more information.

Rubrics

Rubric for Writing				
Measure	D (60-69%)	C-range (70-79%)	B-range (80-89%)	A-range (90-100%)
Writing mechanics (25%)	Significant grammar, spelling, and punctuation mistakes that affect the legibility of the answer	Moderate grammar, spelling, and punctuation mistakes that pose potential questions as to the intended meaning of the sentence	Obvious grammar, spelling, and punctuation mistakes, but not enough to hinder easy reading	Minor or unnoticeable grammar, spelling, and punctuation mistakes
Writing style (25%)	Expresses a thought, but makes logical fallacies or uses multiple terms incorrectly	Expresses a thought, but makes leaps in logic, uses too many words, rambles, or uses vocabulary terms inappropriately	Succinctly expresses a thought, but either relies heavily on jargon, or fails to use appropriate terms when they would enhance the style	Succinctly and clearly expresses a well-framed thought using the appropriate technical terms, without becoming jargon-ey
Synthesis of material (50%)	Correctly answers only part of the question	Correctly answers the question without reference to the relevant texts, or uses inappropriate taxonomies or vocabulary	Correctly answers the question with minimal reference to relevant texts	Correctly answers the question using the best taxonomies and vocabulary from relevant texts (citation not required)

Exams

There are three exams in this course. The first and second exams cover material from Chapters 1-4, and 5-7, respectively and will be taken in WileyPlus. These exams are worth 7.5% of your grade, each. You will have 120 minutes to complete these exams. The final exam will cover chapters 8-11 and will be taken in WileyPlus. You will be allowed 120 minutes to take this exam. This exam is worth 10% of your grade. All exams must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings FMA – <i>Financial and Managerial Accounting</i> SFA – <i>Scriptural Foundations for Accounting</i>	Assignments	Outcomes Met	Estimated Hours on Task
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement Get into WileyPlus		
1 May 13 – 16	Accounting in Action	Chapter 1: Accounting in Action (pp. 1.1-1.26) - FMA Chapters 2-25 (flip-through) - FMA Troy & Ruhupatty. – <i>SFA</i> Review Chapter 1 PPT	WileyPlus Assignment Ch. 1 WileyPlus Continuing Case 1 WileyPlus Quiz Ch. 1 Discussion Forum 1 Due Thurs, May 23, 11:59 pm	SLO1, SLO2, SLO3, SLO4, SLO5	Assignment: 2 Case: 1 Quiz: 1 Discussion: 1
2 May 17 – 23	The Recording Process	Chapter 2: The Recording Process (pp. 2.1-2.24) - FMA Troy & Ruhupatty. – <i>SFA</i> Review Chapter 2 PPT	WileyPlus Assignment Ch. 2 WileyPlus Continuing Case 2 WileyPlus Quiz Ch. 2	SLO2, SLO3	Assignment: 2 Case: 1 Quiz: 1
3 May 24 – May 30	Adjusting the Accounts	Chapter 3: Adjusting the Accounts (pp. 3.1-3.30) - FMA	WileyPlus Assignment Ch. 3 WileyPlus Continuing Case 3 WileyPlus Quiz Ch. 3 Discussion Forum 2	SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1 Discussion: 1
4 May 31 – June 6	Completing the Accounting Cycle	Chapter 4: Completing the Accounting Cycle (pp. 4.1-4.28) - FMA Review Chapters 3 & 4 PPTs	WileyPlus Assignment Ch. 4 WileyPlus Continuing Case 4 WileyPlus Quiz Ch. 4	SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1 Assign: 1
					PROCTORED EXAM 1 SLO1, SLO2, SLO3, SLO4 Exam: 2
5 June 7 – 13	Accounting for Merchandising Operations	Chapter 5: Accounting for Merchandising Operations (pp. 5.1-5.31) - FMA Review Chapter 5 PPT	WileyPlus Assignment Ch. 5 WileyPlus Continuing Case 5 WileyPlus Quiz Ch. 5 Discussion Forum 3	SLO1, SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1
6 June 14 – 20	Inventories	Chapter 6: Inventories (pp. 6.1-6.24) - FMA Review Chapter 6 PPT	WileyPlus Assignment Ch. 6 WileyPlus Continuing Case 6 WileyPlus Quiz Ch. 6	SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1
7 June 21 – 27	Fraud, Internal Control, and Cash	Chapter 7: Fraud, Internal Control, and Cash (pp. 7.1-7.28) - FMA Troy & Ruhupatty. – <i>SFA</i> Review Chapter 7 PPT	WileyPlus Assignment Ch. 7 WileyPlus Continuing Case 7 WileyPlus Quiz Ch. 7 Discussion Forum 4	SLO1, SLO2, SLO3, SLO4, SLO5	Assignment: 2 Case: 1 Quiz: 1 Assign: 1
					PROCTORED EXAM 2 SLO2, SLO3, SLO4 Exam: 2

Week	Lessons	Readings FMA – <i>Financial and Managerial Accounting</i> SFA – <i>Scriptural Foundations for Accounting</i>	Assignments	Outcomes Met	Estimated Hours on Task
8 June 28 – July 4	Accounting for Receivables	Chapter 8: Accounting for Receivables (pp. 8.1-8.20) - FMA Troy & Ruhupatty. – <i>SFA</i> Review Chapter 8 PPT	WileyPlus Assignment Ch. 8 WileyPlus Continuing Case 8 WileyPlus Quiz Ch. 8 Due Friday, Jul 5 , 5:00 pm	SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1 Discussion: 1
9 July 5 – 11	Plant Assets, Natural Resources, and Intangible Assets	Chapter 9: Plant Assets, Natural Resources, and Intangible Assets (9.1-9.25) - FMA Troy & Ruhupatty– <i>SFA</i> Review Chapter 9 PPT	WileyPlus Assignment Ch. 9 WileyPlus Continuing Case 9 WileyPlus Quiz Ch. 9 Discussion Forum 5	SLO1, SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1 Discussion: 1
10 July 12 – 18	Liabilities	Chapter 10: Liabilities (10.1-10.29) - FMA Troy & Ruhupatty. – <i>SFA</i> Review Chapter 10 PPT	WileyPlus Assignment Ch. 10 WileyPlus Continuing Case 10 WileyPlus Quiz Ch. 10	SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1
11 July 19 – 25	Corporations: Organization, Stock Transactions, and Stockholders' Equity	Chapter 11: Corporations: Organization, Stock Transactions, and Stockholders' Equity (11.1-11.32) - FMA	WileyPlus Assignment Ch. 11 WileyPlus Continuing Case 11 WileyPlus Quiz Ch. 11 Discussion Forum 6	SLO1, SLO2, SLO3, SLO4	Assignment: 2 Case: 1 Quiz: 1 Discussion: 1
12 July 26 – August 2	Review	Chapter 1-11 - FMA Review PowerPoints, Chapters 1-11	Scriptural Foundations Paper		
	PROCTORED FINAL EXAM (Chapters 8-11) (Final Exam needs to be completed by Thursday, August 1, 11:59 p.m.)			SLO1, SLO2, SLO3, SLO4, SLO5	Exam: 2

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10%	WileyPlus Quizzes
20%	WileyPlus Assignments
20%	WileyPlus Continuing Case
5%	Discussion Posts and Padlet
10%	Scriptural Foundations Assignment
20%	Exams 1 & 2
15%	Final Exam
100%	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/webimsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.

3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/about/accessibility-accommodations.html>
2. Download the form at <https://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

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