



## COURSE SYLLABUS

**Please read this syllabus in its entirety. It is a part of the course content. Further, it is important that you understand what is required in this course and the time frames for completing assignments and activities.**

### SECTION 1: COURSE INFORMATION

<b>Course Number &amp; Name:</b>	HFT 3404: Resort & Hospitality Financial Accounting
<b>Course Description:</b>	An introduction to basic financial accounting concepts and practices applicable to resort and hospitality organizations using the industry's uniform system of accounting.
<b>CRN:</b>	11425
<b>Course Credit Hours:</b>	3
<b>Semester:</b>	Spring 2020
<b>Department/Program:</b>	Resort & Hospitality Administration
<b>Meeting Times/Location:</b>	Monday 4:30 PM – 7:15PM (Room 208)
<b>Format:</b>	Classroom
<b>Instructor:</b>	Professor Joseph M. Groch, PGA, M.P.S.
<b>Office Location:</b>	Sudgen Hall, Room 238.
<b>Contact Information:</b>	Email: <a href="mailto:jgroch@fgcu.edu">jgroch@fgcu.edu</a> ; Phone: 239-590-1439 (Office)
<b>Office Hours:</b>	Mon 1:15pm-4:15pm, Wed 11:30am-1:30:00pm Fri 1:30pm-2:30pm (@ Raptor Bay)
<b>Prerequisites:</b>	None. However, good reading and comprehension skills are Required to successfully complete this course
<b>College Level Writing Skills:</b>	ENC 3250 Professional writing recommended
<b>College Level Math Skills</b>	Linear Algebra or Elementary Calculus
<b>Course Description:</b>	An introduction to basic financial accounting concepts and practices applicable to resort and hospitality organizations.
<b>Required Text:</b>	Hospitality Industry Financial Actg. 4E. Publisher: American Hotel & Lodging Educational Institute © 2015; ISBN 978-0-86612-451-5
<b>Supplemental Reading:</b>	Will be provided in the form of Word documents and PowerPoint slides.
<b>Exams &amp; Assignments</b>	<b><u>There will be NO makeup for missed exams, assignments, and Quizzes. Please see tentative schedule for ALL due dates.</u></b>
<b>Electronic Devices</b>	<b><u>YOU WILL NEED TO BRING A LAPTOP or IPAD TO EVERY CLASS. ALL electronic devices MUST be turned off and put away (out of sight) unless otherwise instructed</u></b>

## SECTION 1: COURSE INFORMATION CONT.

**Attendance Policy:** In accordance with the Federal mandate students are required to complete an attendance verification activity on Canvas before the deadline during the first week of class. Please go to the class home page on Canvas and fill out the attendance verification survey. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all students, not only those receiving financial aid.

**Respondus:** **You are required to install the Respondus Lockdown Browser by the first day of class.**

**Respondus LockDown Browser** – Classroom and/or Remote Online Exams: In order to protect the integrity of classroom or remote online exams, this course will employ Respondus LockDown Browser technology that will allow for the student’s temporary restriction to a designated online testing website, disabling the ability to print, copy, access other applications or move to any other URL for the duration of the assessment. This technology may be used on campus in classrooms or for remote delivery of quizzes and exams. [For online classes only: students must own a computer that meets the minimum requirements of the University’s standard lock down browser application.] Additional information: \* Respondus LockDown Browser overview: <http://respondus.com/products/lockdown-browser/>

**LCOB Accounting Dept. Policies:** The calculator use is Texas Instrument BAI PLUS. **NOTE: A calculator is allowed to be used during class. The use of ALL other electronic devices (e.g. cell phones, iPod, laptop computers etc.) are PROHIBITED DURING CLASS UNLESS OTHERWISE INSTRUCTED.**

**Course Website (CANVAS):** <https://canvas.fgcu.edu> This is (requires ID and password to login). a online management software that aids students in their classes by creating, managing, organizing, and housing a Web-based learning environment. On this site, I will post syllabus, assignments, grades, and PowerPoint slides.

## SECTION 2: MISSION, LEARNING OUTCOMES, & MEASUREMENTS

### A. PROGRAM MISSION

“The mission of the Resort and Hospitality Administration program is to provide students with core competencies and experiential learning opportunities in preparation for successful management careers and leadership roles in the resort and hospitality industry and to instill values of lifelong learning and community service.”

### B. PROGRAM LEARNING OUTCOMES (REVISED FALL 2014)

Upon successful completion of the program students will be able to:

1. Illustrate proficiencies and skills relevant to the operational areas of Resort and Hospitality Management.
2. Apply effective communication skills.
3. Evaluate information and make decisions using critical thinking and problem solving skills.
4. Apply ethical reasoning and professional judgment.

## COURSE LEARNING OUTCOMES

At the completion of this course, students should be able to:

1. Apply generally accepted accounting principles to hospitality situations, define the terms debit and credit, explain the basis of the double-entry accounting system and identify the normal balances of commonly used accounts.
2. Summarize and explain the meaning of a business' financial statement and condition.
3. Describe the major classes of accounting adjustments and use them to classify adjustments.
4. Explain the purposes of the uniform system of accounts and identify those systems that are relevant to the hospitality industry.
5. Explain the purpose of performing bank reconciliation and prepare bank reconciliation.
6. Describe the terms associated with receivables and payables, outline ways to avoid bad debt losses, and explain methods used to account for bad debt expenses.
7. Identify broad guidelines for controlling inventories and explain the role of inventory in the calculation of profit.
8. Apply effective communication skills.
9. Use critical/analytical thinking skills to prepare and interpret the balance sheet, the income statement, the statement of owner's equity, the statement of retained earnings, the statement of cash flows, and ratios analysis and interpret and discuss the purposes of each.
10. Recognize and evaluate ethical considerations in hospitality financial accounting affecting the hospitality industry.

### C. MEASUREMENTS OF STUDENT LEARNING OUTCOMES

ALC/ILO/ PLO Learning Objectives	Course Learning Outcomes	Assessment Use To Measure Outcomes
<b>Content/Discipline Knowledge &amp; skills</b> ILO1, PLO1 ILO1, PLO1 ILO1, PLO1 ILO1, PLO1 ILO1, PLO1 ILO1, PLO1 ILO1, PLO1 ILO1, PLO1	1. Apply generally accepted accounting principles to hospitality situations, define the terms debit and credit, explain the basis of the double-entry accounting system and identify the normal balances of commonly used accounts. 3. Describe the major classes of accounting adjustments and use them to classify adjustments. 4. Explain the purposes of the uniform system of accounts and identify those systems that are relevant to the hospitality industry. 5. Explain the purpose of performing bank reconciliation and prepare bank reconciliation. 6. Describe the terms associated with receivables and payables, outline ways to avoid bad debt losses, and explain methods used to account for bad debt expenses. 7. Identify broad guidelines for controlling inventories and explain the role of inventory in the calculation of profit.	Quizzes, Exams and Assignments
<b>Communication</b> ILO2, PLO 2	2. Summarize and explain the meaning of a business' financial statement and condition. 8. Apply effective communication skills	Written Projects Oral Communications
<b>Critical/Analytical Thinking</b> ILO3, PLO3 ILO3, PLO4	9. Use critical/analytical thinking skills to prepare and interpret the balance sheet, the income statement, the statement of owner's equity, the statement of retained earnings, the statement of cash flows, and ratios analysis and interpret and discuss the purposes of each. 10. Recognize and evaluate ethical considerations in hospitality financial accounting affecting the hospitality industry	Exams and Assignment Oral Presentations

**ALC – Academic Learning Compact (State of Florida requirements)**

**ILO – University Learning Outcomes**

**PLO – RHA Program Learning outcomes**

### SECTION 3: LEARNING OUTCOME EVALUATION METHODS AND GRADING POLICIES

**A. Course Grading Activities:** based on the total number of points assigned below:

GRADE COMPONENT	POSSIBLE POINTS	%
Exams (including Quizzes)	400	60%
Assignments: In-Class	120	18%
Assignments: Homework Problems	80	12%
Team Oral Presentation	70	10%
<b>Total Course Points</b>	<b>670</b>	<b>100%</b>

### **B. How Your Final Course Grade Is Determined:**

A	100%	to	90%
B+	< 90%	to	86%
B	< 86%	to	80%
C+	< 80%	to	76%
C	< 76%	to	70%
D	< 70%	to	60%
F	< 60%	to	0%

**NOTE:**

- All Assignments are to be turned in on the day it is due. Late assignments will result in a grade of (0) zero. However, there is a 48 hour grace period. This means that if you submit your assignment within 48 hours of the deadline, I will accept it with a 10% late penalty. Students are expected to read the relevant chapter information **prior to class**. **QUIZZES WILL BE OPEN FOR 10 MINUTES AT THE BEGINNING OF CLASS.** Therefore, if you are late for class, you will have only the remaining time to complete the quiz
- If you miss a test, *you will be issued a zero (0) for that test. However, I will drop your lowest grade for the class.*
- **ORAL PRESENTATIONS REQUIRE FORMAL BUSINESS ATTIRE**

**NOTE**

**ALL assignments MUST be done in accordance with the University Academic Behavior Standards and Academic Dishonesty at <http://studentservices.fgc.edu/judicialaffairs/new.html>.**

**Failure to comply will result in zero given for the assignment, and an “F” letter grade for the entire class, and documents submitted to the Office of Student Conduct.**

## SECTION 4: TEACHING METHODS, PHILOSOPHY, & MESSAGE TO STUDENTS

### A. TEACHING METHODS

Teaching method comprises lectures/discussions, in-class exercises, applied problems/projects, and oral presentations. My teaching methods are assessment oriented and designed to provide a better understanding of what students are learning and engages students more in the process of learning content and applying critical thinking skill.

### B. TEACHING PHILOSOPHY

My pedagogy embodies five key teaching elements--Context, Experience, Reflection, Action, and Evaluation.

- Context - What needs to be known about learners (their environment, background, community, and potential) to teach them well? Or as Bain (2004) says, "People can change, and those changes- not just the accumulation of information- represents true learning" (p.83).
- Experience - What is the best way to engage learners as whole persons in the teaching and learning process?
- Reflection - How may learners become more reflective so they more deeply understand what they have learned?
- Action - How do we compel learners to move beyond knowledge to action in order to form sustainable life-long learning?
- Evaluation - How do we measurably assess learner's growth in mind, heart, and spirit?

Finally, guided by this pedagogical model, I believe that colleges and universities should be places of intellectual integrity, critical inquiry, and mutual respect, where open dialogue characterizes an environment of teaching, research and professional development. This ideal of giving serious attention to the profound questions about the issues of our discipline of study and indeed the meaning of life, encourages an openness of mind and heart, and seeks to establish campus communities which support the intellectual growth of all of its members.

### C. MESSAGE TO STUDENTS

**Why should you take accounting?** Perhaps the most compelling reason for taking an accounting course, especially if you do not plan on becoming an accountant, is that accounting teaches "the language of business." No matter what your intended area of study, if you want to be successful in business, you need to know how to speak the language of business. Whether your responsibilities include **rooms** (where you will need information about revenues and expenses), **food and beverage** (where you will need information regarding the costs of food sold, expenses, revenues, labor, and overhead), **events management** (where you will need information relating to sales, and expenses), **country club management** (controlling costs and maximizing revenues) or **human resources** (where you will need information relating to the costs of the department operation), **you will use accounting information.**

**The more you know about where accounting information comes from, how it is accumulated, and how it is best used, the better you will be able to perform your job. My personal opinion is that it is virtually **IMPOSSIBLE** to be a successful manager without sound accounting knowledge!**

## SECTION 4: TEACHING METHODS, PHILOSOPHY, & MESSAGE TO STUDENTS CONT.

## **D. How to determining if you will successfully complete this course?**

1. **Do you have the time?** You **MUST** prepare before you come to class – read the assigned reading material and complete the assigned problem(s) each week. The general rule is that for every one (1) credit hour of class you need a minimum of three (3) hours of preparation outside of class each week. Therefore, for a three credit hour class you will need to set aside a minimum of nine (9) hour each week for reading, making notes and doing assignments.
2. **Can you keep up with the weekly reading and assignments?** Each assignment in accounting builds on previous assignments. If you do not understand Chapter 1, you will have difficulty in Chapter 2 and may be lost in Chapter 3.
3. **Do you have good reading and comprehension skills?** That is can you read each chapter and understand it in three (3) times or less and do 75 percent of the assigned problems on your own weekly.
4. **Can you focus on understanding “Why”?** This is a technical subject with its own set of rules; however, once you learn the basic rules, accounting is internally logical.
5. **Can you work problems to understand “How”?** You may be able to understand "why", but you must also be able to work problems to demonstrate your understanding.
6. **Can you write formal business reports?** Formal business reports include memos, letters, and short reports using APA style of writing.
7. **Can you do the assignments listed on Canvas?** If you read the assignments three times and do NOT understand what is required you should see an advisor at the Center for Academic Achievement.

## **D. How to determining if you will successfully complete this course? Cont.**

### **1. Act Responsible through Preparation, Attendance, and Participation.**

#### **Preparation**

1. Read, study, and make notes, on the assigned chapters in textbook and supplemental books on reserve in the library each week before attending class.
2. Read, analyze and do ALL assignments listed in the tentative schedule.
3. Research and develop your own ideas and personal experience examples that relate to each topic listed in the tentative schedule.
4. Preparation will assist you with both learning and long-term retention of concepts.

#### **Attendance**

1. Class attendance are required to successfully complete this course
2. Coming to class late (15 minutes or more after class starts) or leaving class at the break will be treated as absence from class. In addition, you will not be able to make-up the daily quiz.
3. Attending **ALL** classes and **NOT** displaying **DISRUPTIVE BEHAVIOR** will enhance your learning through listening and doing the interactive classroom exercises with your classmates. It will also improve your long-term retention and better performance on assignments and exams.

#### **ZERO TOLERANCE FOR CLASSROOM DISRUPTIVE BEHAVIOR**

#### **Participation**

##### **What is good participation?**

1. Quality, not quantity.
2. Analyzing and discussing course material.
3. Questioning the analysis of others.

4. Seeking clarification.
5. Contrasting issues within other settings, courses, and / or other countries.
6. Adherence to guidelines for professional conduct.
7. Participate actively in class discussions and interactive exercises.

### Classroom Student Responsibilities for Exams, Quizzes, and Assignments

The conduct in the classroom will be in accordance with the FGCU Student Code of Conduct revised September 2015. In addition, there will be NO allowance for cheating.

The first incident of cheating will result in an immediate **ZERO “0”**, for the assignment, quiz or exam. The second will result in a **ZERO (0)** for the course and information will be submitted to the Student Code of Conduct Office.

### 4. Cooperative Learning Behavior in Class at ALL Times

To respect our right to the best possible learning environment, **classroom disruptions will not be tolerated**, please:

- Turn Off cell phones, pagers, etc. before class (or as a minimum have on silent, vibrate mode. No text messaging is allowed during class. Text messaging will result in dismissal from class session, and recorded as an absence/non-participation.
- If you arrive late or leave early, sit near the door. Please do **NOT** walk through the front of the class.
- Do **NOT** carry on side conversations when I, or others are speaking
- Eat before or after—not during class (only water is allowed in the classroom)

### 5. Learning and Course Expectations

**Learning is your personal responsibility.** The instructor is a mentor, facilitator, and coach in your active and unique learning process.

<b>SECTION 5: TENTATIVE CLASS SCHEDULE OUTLINED</b>
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Lesson	Due Date	Topics, Chapters, Assignments, & Deadlines
1	1/6	<p><b>RESPONDUS MUST BE INSTALLED BEFORE CLASS!!!</b></p> <p><b>Financial Accounting Knowledge Assessment</b></p> <p><b>Topic: Syllabus explained—ITEMS TO BE MEMORIZED</b></p> <p><b>Topic: Double Entry System</b></p> <p><b>Topic: Chapter 1: Introduction to Accounting</b></p> <p><b><u>Student Learning Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary (Key Terms) at the end of the chapter.</li> <li>2. <b>Describe</b> the accounting profession and the organizations that govern it.</li> <li>3. <b>Identify</b> the different types of business organizations.</li> <li>4. <b>Apply</b> the underlying concepts, assumptions, and principles of accounting.</li> <li>5. <b>Evaluate</b> the relationship among the four financial statement</li> <li>6. <b>Differentiate</b> between cash and accrual accounting.</li> <li>7. <b>Use</b> the accounting equation to analyze transactions.</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b></p> <p><b><u>10 pt: Assignments: Interactive In-Class Problems</u></b></p>
2	1/13	<p><b>Topic: Chapter 2: Accounting for Business Transaction</b></p> <p><b><u>Student Learning Outcomes:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary (Key Terms) at the end of the chapter.</li> <li>2. <b>Explain</b> accounts, journals, and ledgers as they relate to recording transaction and classify accounts into major account categories.</li> </ol>

		<ol style="list-style-type: none"> <li>3. <b>Define</b> debits and credits and explain the basis of the double entry system.</li> <li>4. <b>Identify</b> normal balances of commonly used accounts</li> <li>5. <b>Analyze</b> transactions using T-accounts</li> <li>6. <b>Describe</b> the relationship between general ledger accounts and the chart of accounts.</li> <li>7. <b>Record</b> transactions in journals, post to the general ledger, then prepare trial balance</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b>  <b>10 pt: Assignments: Interactive In-Class Problems</b></p>
	1/20	<b>MLK Birthday—No Class</b>
3	1/27	<p><b>Topic: Chapter 5: Income Statement</b>  <b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary at the end of the chapter.</li> <li>2. <b>Identify</b> the purpose of the income statement, its major elements and relationship to the balance sheet.</li> <li>3. <b>Determine</b> when a sale is recorded.</li> <li>4. <b>Describe</b> how to account for allowances, returns, and the cost of goods sold.</li> <li>5. <b>Explain</b> how operational expenses are recorded.</li> <li>6. <b>Calculate</b> and account for gains and losses.</li> <li>7. <b>Describe</b> how earnings per share are calculated and reported.</li> <li>8. <b>Explain</b> the purposes of the uniform system of accounts and its relevance.</li> <li>9. <b>Outline</b> the contents of the income statement and purpose of departmental statement.</li> <li>10. <b>Identify</b> the purpose of information reported on the statement of retained earnings.</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b>  <b>10pt Assignments: Interactive In-Class Problems</b></p>
4	2/3	<p><b>Topic: Chapter 6: Balance Sheet</b>  <b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary at the end of the chapter.</li> <li>2. <b>Explain</b> the purpose of the balance sheet.</li> <li>3. <b>Describe</b> the limitations of the balance sheet.</li> <li>4. <b>Define</b> the various elements presented on the balance sheet.</li> <li>5. <b>Explain</b> the use of foot notes on the balance sheet..</li> <li>6. <b>List the use of the consolidate financial statements</b></li> <li>7. <b>Prepare</b> the balance sheet from a trial balance with adjusting entries.</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b>  <b>Assigned Homework Problem # 1 (I.S) due in class before class start (20 pts)</b>  <b>10pt Assignments: Interactive In-Class Problems</b></p>
5	2/10	<b>REVIEW of Impact of Transactions on Balance Sheet and Income Statement. Transaction Team Round Robin</b>
6	2/17	<b>GUEST SPEAKER &amp; <u>EXAM # 1: Chapters 1, 2, 5 &amp; 6 (IN-CLASS)</u></b> <b><u>50 Questions 60 Minutes</u></b>



7	2/24	<p><b>Topic: Chapter 18: Analysis and Interpretation of Financial Statements</b></p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary at the end of the chapter.</li> <li>2. <b>Distinguish</b> between the five types of financial analysis.</li> <li>3. <b>Perform</b> horizontal and vertical analysis of financial statements.</li> <li>4. <b>Calculate</b> trend percentages and explain its advantages and limitations.</li> <li>5. <b>Explain</b> standards used in ratio analysis.</li> <li>6. <b>Describe</b> the purpose of ratio analysis</li> <li>7. <b>List</b> the five classes of ratios and general purpose of each class of ratio.</li> <li>8. <b>Compute</b> and <b>evaluate</b> the five classes of financial ratios.</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b></p> <p><b>Assignments: (1) Ethical dilemma assignment due (Memo Using APA Style) 20 points.</b></p> <p><b>10pt Assignments: Interactive In-Class Problems</b></p>
<b>3/2 NO CLASS----SPRING BREAK</b>		
8	3/9	<p><b>Topic: Chapter 17: Statement of Cash Flow</b></p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary Terms) at the end of the chapter.</li> <li>2. <b>Identify</b> general format, and the purposes of the statement of cash flows.</li> <li>3. <b>Distinguish</b> transactions classifications as operating, investing, and financing activities.</li> <li>4. <b>Prepare</b> the statement of cash flow using the direct and indirect method.</li> <li>5. <b>Differentiate</b> the preparation of the operating, investing, and financing activities of the statement of cash flows.</li> <li>6. <b>Evaluate</b> a company's performance with respect to cash flow.</li> <li>7. <b>Identify</b> noncash investing and financing activities</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b></p> <p><b>Assignments: (1) Assigned Problem # 2 (B.S) due in class before class start (20 pts)</b></p> <p><b>10pt Assignments: Interactive In-Class Problems</b></p>
9	3/16	<p><b>Topic: Chapter 8: Cash</b></p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary at the end of the chapter.</li> <li>2. <b>Distinguish</b> between cash and cash equivalents.</li> <li>3. <b>List</b> and <b>describe</b> the components of internal and control procedures.</li> <li>4. <b>Explain</b> the purpose of a voucher system and how it works</li> <li>5. <b>Describe</b> the petty cash fund and accounting procedures related to it.</li> <li>6. <b>Prepare</b> bank reconciliation and journalize the relating entries.</li> <li>7. <b>Compute and explain</b> the gross and net methods of recording purchases.</li> <li>8. <b>Explain</b> the two types of credit cards and account for sales from each type.</li> <li>9. <b>Apply</b> internal control to cash receipts and payments.</li> <li>10. <b>Identify</b> ethical dilemmas in an internal control situation.</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b></p> <p><b>Assignments: (1) TEAM 1 &amp; 2 Oral Presentation</b></p> <p><b>10pt Assignments: Interactive In-Class Problems</b></p>
10	3/23	<p><b>Topic: Chapter 9: Receivables and Payables</b></p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary at the end of the chapter.</li> <li>2. <b>Define</b> and <b>explain</b> common terms associated with receivables and payables.</li> <li>3. <b>Outline</b> ways to avoid bad debt losses.</li> <li>4. <b>Explain</b> and <b>calculate</b> the direct write-off method and its major flaw.</li> <li>5. <b>Describe</b> and <b>calculate</b> the allowance method for bad debt expenses.</li> <li>6. <b>Estimate</b> bad debt expenses using the aging of accounts receivable method.</li> </ol>

		<p>7. <b>Estimate</b> bad debt expenses using the percentage of sales method.</p> <p>8. <b>Account</b> for honored and dishonored notes receivables and how to change an account receivable to a note receivable.</p> <p>9. <b>Account</b> for interest-bearing and non-interest bearing notes</p> <p>10. <b>Explain</b> internal controls for receivables &amp; <b>account</b> for credit &amp; debit card sales</p> <p><b>QUIZ: 10 Questions on the above reading assignment</b></p> <p><b>Assignments: TEAM 3 &amp; 4 Oral Presentation</b></p> <p><b>10pt Assignments: Interactive In-Class Problems</b></p>
11	3/30	<p><b>Assignments: TEAM 5 &amp; 6 Oral Presentation</b></p> <p><b>(1) Assigned Problem # 3 (C.F.S) due (20pts)</b></p> <p><b>EXAM # 2: Ch. 8, 9, 17, 18 (On- Line RESPONDUS)</b></p> <p><b>50 Questions 90 Minutes</b></p>
12	4/6	<p><b>Topic: Chapter 12: Current Liabilities and Payroll</b></p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary (Key Terms) at the end of the chapter.</li> <li>2. <b>Distinguish</b> between known, estimated, and contingency liabilities.</li> <li>3. <b>Account</b> for known, uncertain, and contingency liabilities amounts</li> <li>4. <b>Differentiate</b> and <b>account</b> for notes payable and accounts payable.</li> <li>5. <b>Describe</b> and <b>list</b> the policies and procedures appropriate for payroll systems</li> <li>6. <b>Determine</b> appropriate internal control for payroll systems.</li> <li>7. <b>Calculate</b> regular and overtime pay and explain the circumstances under which each is due to staff.</li> <li>8. <b>Journalize</b> basic payroll transactions and <b>explain</b> payroll taxes imposed on American employers.</li> <li>9. <b>Describe</b> accounting for tipped employees with regards to minimum wages, tip credit, net pay, and overtime pay.</li> <li>10. <b>Calculate</b> and <b>account</b> for property taxes.</li> </ol> <p><b>Assignments:</b></p> <p><b>10pt Assignments: Interactive Exercise In-Class Problems</b></p>
13	4/13	<p><b>Topic: Chapter 10: Inventory</b></p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> and <b>use</b> the accounting vocabulary at the end of the chapter.</li> <li>2. <b>Define</b> four accounting principles related to inventory.</li> <li>3. <b>Identify</b> the guidelines for controlling inventory and how does it affect profits.</li> <li>4. <b>Explain</b> procedures for taking a physical inventory</li> <li>5. <b>Differentiate</b> between periodic and perpetual inventory system.</li> <li>6. <b>Account</b> for perpetual inventory using the four basic costing methods.</li> <li>7. <b>Compare</b> the effects of the four basic costing methods for valuing inventory.</li> <li>8. <b>Distinguish</b> between the retail and gross profit methods of valuation.</li> <li>9. <b>Apply</b> the lower of cost or market (LCM) rules to inventory computation.</li> <li>10. <b>Measure</b> the effect of inventory errors on the financial statements.</li> </ol> <p><b>QUIZ: 10 Questions on the above reading assignment</b></p> <p><b>Assignments: TEAM 7 &amp; 8 Oral Presentation</b></p> <p><b>10pt Assignments: Interactive In-Class Problems</b></p>
14	4/20	<p><b>Topic: Chapter 11: Property, Equipment, and Other Assets</b></p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Learn</b> and <b>use</b> the accounting vocabulary (Key Terms) at the end of the chapter.</li> <li>2. <b>Account</b> for assets listed as property and equipment on the balance sheet.</li> <li>3. <b>Distinguish</b> and <b>account</b> for revenue expenditures and capital expenditures.</li> <li>4. <b>Define</b> and <b>use</b> the four methods of accounting for depreciations.</li> <li>5. <b>Explain</b> how to account for china, glassware, silver, linens, and uniforms.</li> <li>6. <b>Record</b> disposal of an asset by sale or exchange.</li> </ol>

		<p>7. <b>Describe</b> and <b>account</b> for assets that are listed as intangible assets or other assets on the balance sheet.</p> <p>8. <b>Report</b> plant asset transactions on the statement of cash flows</p> <p><b>QUIZ: 10 Questions on the above reading assignment</b></p> <p><b>Assignments: TEAM 9 &amp; 10 Oral Presentation</b></p> <p><b>10pt Assignments: Interactive In-Class Problems</b></p>
15	4/27	<b><u>EXAM # 3 COMPREHENSIVE (11 chapters)</u></b>

“The instructor reserves the right to amend the tentative schedule as deemed necessary.”  
 “It is your responsibility to keep updated on changes to the syllabus”

**SECTION 6: UNIVERSITY & COLLEGE STANDARDS & POLICIES**

**Academic Behavior Standards and Academic Dishonesty** - All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the **FGCU Student Guidebook** under the “Student Code of Conduct” and “Policies and Procedures” sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

Students are expected to maintain the highest standards of academic honesty and integrity while in this course and as a student at Florida Gulf Coast University. In addition to standard definitions of honesty, integrity, and plagiarism, this policy also prohibits you from possessing, using, viewing, accessing, or otherwise benefiting from previous and/or concurrent work products created for this course by other students or any other person, allowing persons outside your team to contribute to the creation of your team's work product, putting your name on a team project in which you did not contribute, and submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor. Failure to maintain these standards will result in severe academic penalties, including receiving an automatic F in this course.

A student's name on any written exercise shall be regarded as assurance that the work is the result of student's own thought and study, stated in student's own words and produced without assistance, except as quotation marks, references and footnotes acknowledging the use of other sources. Students may be authorized to work jointly, but such effort must be indicated as joint on the work submitted.

**Plagiarism** occurs whenever you copy someone's writing, even partially, and fail to reference it in your paper. If you copy a substantial amount of the sentence from a source, it should be referenced in quotes. If you paraphrase it, you must reference it but you do not need quotes. If any member of a team is found plagiarizing, they and their entire team will be given an automatic ZERO (0) for their assignment and turned over to Judicial Affairs. If anyone in your team is caught plagiarizing, then the whole team will be given a 0 for the assignment. **IF YOU HAVE ANY QUESTIONS AS TO WHETHER SOMETHING WILL BE CONSIDERED PLAGIARIZED, BE SAFE AND REFERENCE THE SOURCE.**

**Please remember that plagiarism is a serious offense and will not be tolerated.** Plagiarism in projects will result in a failing grade of ZERO (0) POINTS and may lead to more serious consequences (**FGCU Student Guidebook** under the “Student Code of Conduct”). Therefore, your projects must be original material. **Also copying your classmate assignment(s) and turn them in will result in a failing grade of ZERO (0) POINTS for ALL parties involved.**

## **Writing Policy**

All students are expected to communicate effectively in written English. Proper attention to grammar, spelling, punctuation, on and proofreading is required. Assignments with several errors will lead to a reduction in grade.

**Copyright** – The university requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

## **University Nondiscrimination Statement**

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of **Title IX** of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC's phone number is (239)745-4366; the OIEC email address is [OIEC@fgcu.edu](mailto:OIEC@fgcu.edu).

**DISABILITY ACCOMODATIONS SERVICES:** Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Student and Community Counseling Center. The phone number is 239-5907956. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. The PGA of America will extend ADA accommodations with proper documentation submitted to the PGA in advance of testing ( 60 days is recommended

**University Policy about Student Observance of Religious Holidays** - All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

<http://www.fgcu.edu/generalcounsel/files/policies/4.005%20Student%20Observance%20of%20Religious%20Holidays.pdf>

**Grading Policies and Grading Systems** - The grading system at FGCU is described in the FGCU Catalog and is overseen by the Office of Planning and Institutional Performance.

(<http://www.fgcu.edu/catalog/>)

In accordance with Family Educational Rights and Privacy Act, 1974 (FERPA), grades may not be announced in class or displayed in any public view by use of the Student ID number (or social security number) in a paper or electronic format. Electronic display format includes email or a web-based environment such as Canvas.

**Retention of Papers, Tests, Student and Class Records** - University policy dictates that any materials, hardcopy or electronic, that contribute to the determination of a course grade be maintained by individual faculty for one full academic year after the end of the semester. In addition, departments/programs must maintain all records pertinent to grades for any faculty no longer with the university.

**Eagle Mail** - is Florida Gulf Coast University's student e-mail system. Your FGCU Eagle Mail account **MUST** be activated. If you are a first time student, you will need your PIN and Student ID, both of which are assigned at registration.

- If you don't know your PIN, you will need to go to the Registrar's office to retrieve it.
- To activate your account, **visit <http://admin.fgcu.edu/IS/applications/studentaccts/activate.asp>**.
- The Canvas (**at <http://elearning.fgcu.edu>**) will be used as the primary application for learning and communication. Additional course information may be distributed via Eagle Mail, so make sure you know how to retrieve your Eagle mails, and check it very frequently (**at least once a day**).
- Log in to Canvas at **<http://elearning.fgcu.edu>**. You need to use FGCU Eagle Mail account and password to log in.
- Assignments, instructions, and other course information on Canvas are integral components of the course material and are hereby incorporated as part of this syllabus.

**The FGCU Writing Center** - assists student writers through free, accessible, learning-based writing consultations. Our primary goals are to help students improve their abilities to think independently, to write critically, and to learn and implement strategies that will assist them in producing effective writing assignments. Consultants help writers with brainstorming, formulating a clear thesis, developing their ideas, and revising. Writing Center sessions are designed to assist writers in improving their ability to revise independently. Writing Consultants also help writers identify issues of style and mechanics; however, **they do not edit or proofread**. The Writing Center is located in Library West, 202C. Library West is not accessible from the main Library building (Library East). Phone: 239/590-7141

## **SECTION 7: UNIVERSITY & SUPPORT RESOURCES**

### **1. Annual Schedule**

The schedule for accounting department courses offered (information on semester, day/night, other) can be found by clicking: <http://www.fgcu.edu/CoB/acgbs/curriculummap.html> then click **VIEW** the **ANNUAL SCHEDULE**.

### **2. Planning for pre-registration and graduation**

**Planning for pre-registration and graduation** is your responsibility. The above schedules and LCOB advisors, along with the course prerequisite sequences described in the FGCU Catalog and degree program sheets, should assist you in ensuring that your plans are successfully implemented. Course substitutions and prerequisite exceptions will be granted only for exceptional circumstances that are clearly beyond the student's control. Poor or lack of planning is not one of those circumstances.

### **3. Useful FGCU Resources for Students:**

ONLINE: Florida Gulf Coast University Catalog (<http://www.fgcu.edu/catalog/>)

ONLINE: Florida Gulf Coast University Student Guide Book (<http://studentservices.fgcu.edu/JudicialAffairs/>)

ONLINE: Florida Gulf Coast University Code of Conduct (<http://studentservices.fgcu.edu/JudicialAffairs/>)

### **4. Service-Learning**

Information on integrating service-learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connect>

### **5. Distance-Learning**

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

### **6. Online Tutorials**

Information on online tutorials to assist students is available online at <http://www.fitcu.edu/support/>

**7. Canvas Learning Management System and Demonstration Site** Information on Canvas is available online at <http://canvas.fgcu.edu/> and <https://fgcu.instructure.com/courses/7692>

### **8. Library Resources**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com/>

Faculty Support: [http://library.fgcu.edu/faculty\\_index.html](http://library.fgcu.edu/faculty_index.html)

### **9. LCOB Statement:**

#### **Center for Academic Achievement**

The Center for Academic Achievement (CAA) provides academic support services to all FGCU students. Students can take advantage of our free peer tutoring and Supplemental Instruction sessions for lower-level math and science courses, as well as workshops to facilitate the development of skills necessary for college success. If you would like to participate in any of our programs, learn about tutoring services, or meet with an Academic Retention Coordinator, please visit the CAA in Library 103 or call us at (239) 590-7906. Our website is [www.fgcu.edu/caa](http://www.fgcu.edu/caa).

#### **Lecture Capture Technology/FGCU Capture – Classroom Recording**

This course may employ technology that will allow for audio and/or video recording of live classroom sessions. This lecture capture technology is utilized for the sole purpose of enhancing student learning. It may provide for supplemental student instruction via secure links to recorded session(s), the live stream of courses, presentations of off-site guest speakers and/or the delivery of course instruction utilizing “flipped classroom” methodologies. Student questions and/or comments may be included as a part of any session being recorded. See FGCU-CAPTURE for additional details and training <http://aets.fgcu.edu/fgcucapture.asp>

## **SECTION 8: SUPPLEMENTAL BOOKS IN THE LIBRARY (OPTIONAL)**

### **Fundamental f Accounting Principles 14th Edition, K.D. Larson & Chiappetta, HF5635. P775**

Prologue: The meaning of ethics in business and accounting Pages 12-14

Chapter 1: Financial Statements Pages 20-40

Chapter 2 Recording Transactions Pages 61-85

### **Financial Accounting Reporting & Analysis 6th. Edition, Stice, Stice & Diamond, HF5635.D514**

Chapter 3: Financial Statements Analysis Page 71

Chapter 4: Balance Sheet Page 118

Chapter 5: Income Statements Page 171

Chapter 6: Statement of Cash Flow Page 224