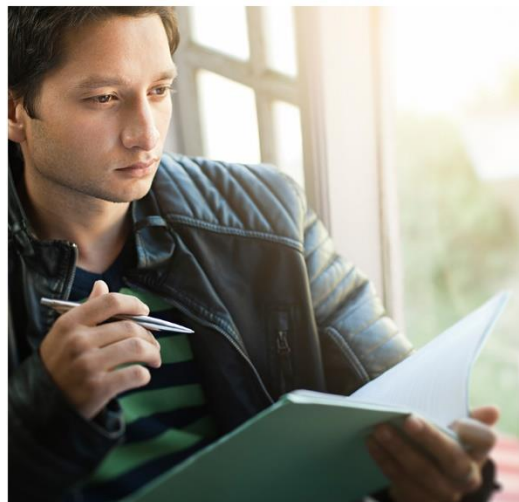
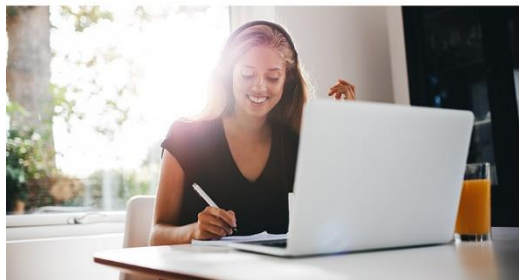
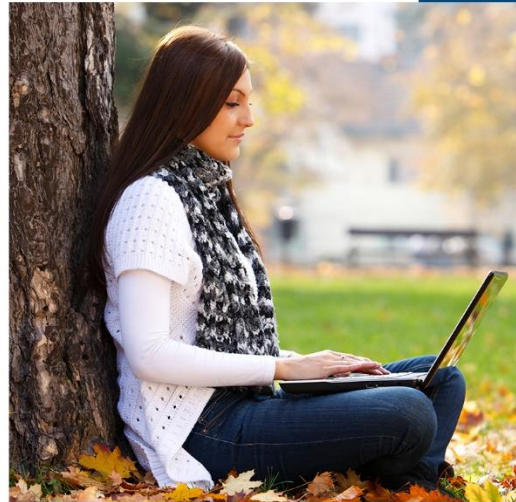
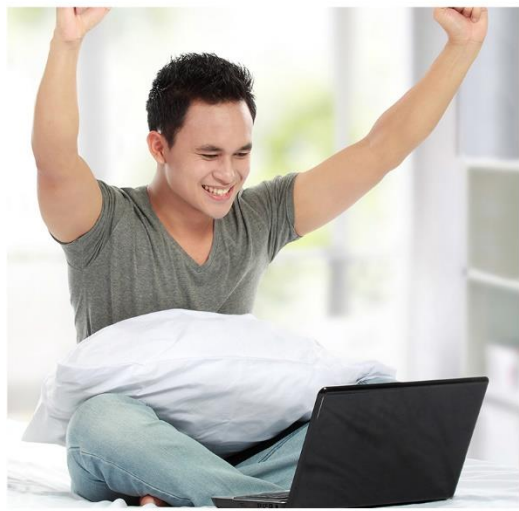




School of
Distance Education
Andrews University

SYLLABUS



**ACCT 122 Principles of Accounting II
Spring 2024**

ACCT 122 Principles of Accounting II

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 the 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

Studies fundamental concepts of cost and managerial accounting. Labs are designed to further address, through practice and implementation, the content of this course. A grade of C or higher is needed in ACCT 121 for admission to ACCT122.

Prerequisite

ACCT 121 with a grade of C or higher.

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 + Loose-Leaf Textbook: 9781119754510

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 in the table below.

Activity	Proposed Time to be allotted
Readings	3 hours
Watching audio/video presentation	1 hour
Interactive Discussions	1 hour
Quizzes	1 hour
Creative assignments	1 hour
Weekly work on Final Paper	1 hour
Studying for Upcoming Quizzes and Exams	1 hour

Student Learning Outcomes

Upon completion of this class:

1. Students will be able to support a personal perspective toward accounting using Biblical, philosophical, and historical sources (faith and ethics).
2. Demonstrate understanding of the accounting environment and the underlying principles and concepts of accounting and financial reporting (knowledge).
2. Students will be able to assess the financial health of a company from the perspective of internal and external users based on key financial statements (application).
3. Students will be able to adapt managerial functions (planning, directing, and controlling) based on financial information (application).
4. Students will be able to choose among costing, pricing, and budgeting methods for the purpose of making managerial decisions (application).
5. Use information technology (e.g., word processing, presentation, database and spreadsheet software, the internet) to solve business and accounting problems and facilitate decision making (IT skills).

6. Students will be able to compose written and oral memos explaining the logic behind their choice of costing, pricing, and budgeting methods and decisions.

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

This course is asynchronous and will be delivered by requiring students to undertake the following activities:

1. reading
2. accessing instructional materials
3. interacting with your instructor and classmates via discussions, audio/video presentations

The instructor may introduce outside materials, when necessary to provide additional emphasis on the subject matter being discussed.

Assessments will include 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.

Expectations

As a student, you are expected to:

1. Actively participate in class discussion.
2. Complete assignments prior to the assigned due dates.

3. Always read ahead of class.
4. Keep up with the online assignments. It is the student's responsibility to log into the Wiley plus Homework Manager and complete the online quizzes, assignments, continuing case, adaptive assignments, and exams.

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. Additionally, 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.

Assurance of Learning

During the semester, it is important to assess student's understanding (in theory and practice) of the course material presented. Throughout the semester students may meet with the instructor to submit the learning assessments and discuss understanding of various accounting topics.

Learning Assessments

Learning assessments will be given after each chapter. The learning assessments will give us an opportunity to assess and target areas that need to be strengthened. Each person is responsible to meet with me to discuss the learning assessments.

Assessment Descriptions

WileyPLUS ADAPTIVE ACTIVITIES (10%)

- a. Adaptive Practice is accessible through your WileyPLUS dashboard menu. You will find these in the list of the assignments. Click on the assignment. You will need to do the Wiley Plus with Adaptive Practice. Click “Begin. You will need to select your confidence level about your answer; Once you have answered the question, click Submit. You will need to have a **have a proficiency level of at least 70% for each available outcome.**
- b. The Adaptive Practice proficiency assessments are required for all chapters covered in the course—Chapters 14-25.
- c. Grading is based on an Acceptable/Unacceptable scale for each outcome, at a threshold of 70% proficiency. An unlimited number of attempts are allowed.
- d. Proficiency is *not* simply a calculation of correct answers divided by total questions attempted. Adaptive Practice uses a complex algorithm that takes question difficulty, time spent, confidence level, and other factors into account, in addition to whether the answer is correct or otherwise.

WileyPLUS Quizzes (15%)

- a. Selected exercise and problems from the end of each chapter (chapters 14-25) 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. See the URL in the “WileyPlus Access” section above. The exercises and problems are presented on WileyPlus as quizzes.
- b. The quizzes consist of multiple choice/fill-in-the-blank/matching question types. You have a maximum of three attempts for each quiz. The highest of the three would be taken as your score.
- c. The quiz for each chapter consists of 10 or more questions worth one point or less per question for a total of 10 points per chapter.
- d. The cumulative points obtained from the exercises and problems account for 15 percent of your final letter grade.

WileyPLUS Continuing Case: Waterways (15%)

- a. At the end of each chapter (14-25) you will find a continuing case that follows Waterways Corporation. This assignment is woven through the entire course as an opportunity to synthesize everything covered within a single, life-like story.
- b. 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.
- c. The case begins in Chapter 14 and continues until Chapter 25, where ACCT 122 ends.
- d. Each case for each chapter is worth 10 points per chapter.
- e. The cumulative points obtained from the continuing case accounts for 15 percent of your final letter grade.

Discussions (5%)

During this course, you have an opportunity to express what you're learning as responses to various prompts provided in LearningHub as Discussion 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 with 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 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 Eastern Time (EST/EDT) on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm (EST/EDT) on Thursday of the week the discussion is assigned. More details regarding each of these assignments are available on LearningHub.

There will be a total of 13 unique discussion forums for this course. Each discussion forum is worth 5 points and the cumulative points obtained from the discussion forum accounts for 5 percent of your final letter grade. The instructor will select your best 10 discussion scores to obtain the cumulative points of 50.

Creative Assignments (5%)

There are 6 creative assignments in this course. Each assignment will give you the opportunity to reinforce the chapter's concepts and apply the knowledge in a real accounting situation. Assignments will be visible at the start of class. You should work to familiarize yourself with the requirements and necessary knowledge before working on each chapter. Assignment types may include short written responses, short video recordings, PowerPoint presentations, Padlet and infographics. Assignments must be completed by the due date. There are no assignment resubmissions. If you are confused by the course assignment or you have questions concerning how to accomplish the required work, please seek help prior to the due date of the assignment. The total points from the 6 creative assignments constitute 5 percent of your final letter grade.

Final Paper (10 %)

The last two weeks of the course, you will spend more time reading an article in preparation for your writing assignment. In this 4-5-page paper, you will present what you have learned. More details are available on LearningHub. Use Chicago Style, double spaced, size 12 font, 1-inch margins. Double-check spelling, grammar, and typos, and submit work through the course Dropbox. The final paper is worth 100 points and accounts for 10 percent of your final letter grade. You have only one attempt.

Exams (40%)

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

Rubrics

WileyPLUS Adaptive Activities	
Unacceptable (0%)	Acceptable (100%)
Less than 70% proficiency all available outcomes, or fewer than 10 questions attempted for each outcome	70% proficiency on all available outcomes, at least 10 questions attempted for each outcome

WileyPLUS Quizzes
Most graded immediately on WileyPLUS

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)

Rubric for Audio, Video, and Other Creative Presentations					
Criteria	0-2	3-4	5-6	7-8	9-10
Language mechanics (10%)	Significant grammar and pronunciation mistakes that affect the meaning of the answer	Moderate grammar and pronunciation mistakes that pose potential questions as to the intended meaning of the phrase	Apparent grammar and pronunciation mistakes, but not enough to hinder easy understanding (please note that an accent is not a pronunciation mistake—it is only a problem if it prevents communication)	Minor or unnoticeable grammar and pronunciation mistakes	Spelling, mechanics, and usage are impeccable. Well-defined written structure and speech format with clear pronunciation
Language style (15%)	Insufficient expression of thought using unclear ideas or making logical use of terms.	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	Concise, complete description, and clear expression of a well-framed thought using the appropriate technical terms, without becoming jargony
Synthesis of material (50%)	Did not answer the question	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)
Creativity & presentation (15%)	Presentation was not completed	Presentation uses standard tools, but in a way that distracts from the purpose of the presentation, and audio, video, and images are of a very poor quality	Shows limited effort in preparing effective and tasteful presentations, and audio, video, and images are muddled or blurry	Uses traditional presentation styles and tools in an effective, aesthetically pleasing and enjoyable way, with mostly clear audio, video, and images	Shows initiative in preparing exceptionally unique, tasteful, and effective presentations using the most effective communication methods and tools, with clear audio, video, and images
Personal distance & compassion (10%)	Fails to participate in discussion, either in sharing information or commenting on other posts	Shares inappropriate personal details, comports self in an unprofessional manner, and disrespects others	Shares too many personal details, comports self in an unprofessional manner, and fails to show understanding for opposing viewpoints (when applicable)	Communicates with a professional tone, showing understanding of opposing viewpoints (when applicable)	Communicates with a warm and professional tone, showing understanding and patience for opposing viewpoints (when applicable)

Rubric for Discussion				
Criteria	0	1 -2	3-4	5
Initiative and Promptness (10%)	Does not post. Does not respond to any postings.	Takes a couple of days before responding to posts following initial discussion. Barely initiates discussion on the forum	Mostly responds to posts on the forum within 24 hours following initial discussion. Must be prompted sometimes to post or respond to posts.	Always responds to posts on the forum in less than 24 hours. Take the initiative to initiate posts
Post Delivery (15%)	Grammatical errors and spelling mistakes are rampant and makes post unreadable (occurs in all 5 discussion forums)	The grammatical errors and spelling mistakes appear in several posts (occurs in 3- 5 discussion forums)	Posts have few grammatical errors and spelling mistakes in several postings	Grammatical errors and spelling mistakes are rare in all postings
Relevance of Post (50%)	Post topics that are not related to the content being discussed. Respond to threads with threads that are not irrelevant. Respond to thread with short answer that provides no contribution (E.g., "I agree.")	Posts are very short in length, Posts do not provide additional insight into the topic being discussed	Often post topics that are connected to the topic being discussed	Always posts relevant topics to the discussion forum. Provides further references that are relevant to the topic under discussion
Expression of opinion on Post (15%)	Expresses no opinion. Opinions expressed are not clearly stated. Opinions expressed have no bearing on the topic	The linkage between the topic and the posts made is not clear represented by the least expression of ideas	The ideas expressed are clearly stated though the linkage with the topic being discussed might be missing sometimes	Ideas espoused are stated clearly and concisely. The linkage between the posts and the topic is clear
Contribution to learning community (10%)	Fails to participate in discussion as the threads develop, Indifferent to discussions on the forum	Occasionally tries to be involved with the group by making meaningfully reflecting on the effort of colleagues on the forum	Usually tries to drive the discussion. Offers viewpoints that are relevant for colleagues to consider. Interacts freely and respectfully with colleagues	Stimulates discussion on the forum, Introduce creative approach to the topics discussed

Exams

There are two exams in this course. The mid-term exam covers materials from Lessons 1-7 (chapters 14-19). The mid-term exam is worth 100 points and constitutes 20% of your final letter grade. You will have 120 minutes to take this exam.

The final exam covers all material covered in the course. The final exam is worth 100 points and accounts for 20% of your final letter grade and you will have 120 minutes to complete this exam.

All exams must be taken under the 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/studetns/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.

Weeks	Lessons	Readings	Assignments	Student Learning Objectives 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		
1 Jan 8 – 11	Course Overview	Kieso, Kimmel, & Weygandt, Chapters 14-25 (skim-read entire book) Chapter Overview video Chapter PowerPoint	Creative Assignment #1 Discussion #1 Due Thurs, Jan 18, 11:59pm	SLO2, SLO3, SLO4	Assign.: 4
2 Jan 12 – 18	Managerial Accounting	<i>Kieso, Kimmel, & Weygandt, Chapter 14: Managerial Accounting</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 1 WileyPlus Continuing Case Ch. 14 WileyPlus Quiz 1 Creative Assignment #2 Discussion #2	SLO2, SLO3, SLO4	Assignment: 1 Case: 1 Quiz: 2 Creative Assignment: 1
3 Jan 19 – 25	Job Order Costing	<i>Kieso, Kimmel, & Weygandt, Chapter 15: Job Order Costing</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 2 WileyPlus Continuing Case Ch. 15 WileyPlus Quiz 2 Discussion #3	SLO1, SLO4	Assignment: 1 Case: 1 Quiz: 2 Discussion: 1
4 Jan 26 – Feb 1	Process Costing	<i>Kieso, Kimmel, & Weygandt, Chapter 16: Process Costing</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 3 WileyPlus Continuing Case Ch. 16 WileyPlus Quiz 3 Creative Assignment #3 Discussion #4	SLO4, SLO5	Assignment: 1 Case: 1 Quiz: 2 Creative Assignment: 1
5 Feb 2 – 8	Activity-Based Costing	<i>Kieso, Kimmel, & Weygandt, Chapter 17: Activity-Based Costing</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 4 WileyPlus Continuing Case Ch. 17 WileyPlus Quiz 4 Discussion #5	SLO3, SLO4, SLO5	Assignment: 1 Case: 1 Quiz: 2 Discussion: 1
6 Feb 9 – 15	Cost-Volume-Profit	<i>Kieso, Kimmel, & Weygandt, Chapter 18: Cost-Volume-Profit</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 5 WileyPlus Continuing Case Ch. 18 WileyPlus Quiz 5 Creative Assignment #4 Discussion #6	SLO2, SLO3, SLO4	ORION: 1 Case: 1 Ex. & Problems: 2 Creative Assignment: 1

Weeks	Lessons	Readings	Assignments	Student Learning Objectives Met	Estimated Hours on Task
7 Feb 16 – 22	Cost-Volume-Profit Analysis: Additional Issues	<i>Kieso, Kimmel, & Weygandt, Chapter 19: Cost-Volume-Profit Analysis: Additional Issues</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 6 WileyPlus Continuing Case Ch. 19 WileyPlus Quiz 6 Discussion #7	SLO1, SLO2, SLO3, SLO4, SLO5	Assignment: 1 Case: 1 Quiz: 2 Discussion: 1
8 Feb 23 – 29	PROCTORED MID-TERM EXAM (Chapters 14-19)			SLO1, SLO2, SLO3, SLO4, SLO5	Exam: 2
9 Mar 1 – 7	Incremental Analysis	<i>Kieso, Kimmel, & Weygandt, Chapter 20: Incremental Analysis</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 7 WileyPlus Continuing Case Ch. 20 WileyPlus Quiz 7 Creative Assignment #5 Discussion #9	SLO2, SLO3	Assignment: 1 Case: 1 Quiz: 2 Creative Assignment: 1
10 Mar 8 – 14	Pricing	<i>Kieso, Kimmel, & Weygandt, Chapter 21: Pricing</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 8 WileyPlus Continuing Case Ch. 21 WileyPlus Quiz 8 Discussion #10	SLO4, SLO5	Assignment: 1 Case: 1 Quiz: 2 Discussion: 1
11 Mar 22 – 28	Budgetary Planning	<i>Kieso, Kimmel, & Weygandt, Chapter 22: Budgetary Planning</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 9 WileyPlus Continuing Case Ch. 22 WileyPlus Quiz 9 Discussion #11 Creative Assignment #6	SLO2, SLO3, SLO4	Assignment: 1 Case: 1 Quiz: 2 Creative Assignment: 1
12 Mar 29 – Apr 4	Budgetary Control and Responsibility Accounting	<i>Kieso, Kimmel, & Weygandt, Chapter 23: Budgetary Control and Responsibility Accounting</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 10 WileyPlus Continuing Case Ch. 23 WileyPlus Quiz 10 Discussion #12	SLO2, SLO3, SLO4, SLO5	Assignment: 1 Case: 1 Quiz: 2 Discussion: 1
13 Apr 5 – 11	Standard Costs and Balanced Scorecard	<i>Kieso, Kimmel, & Weygandt, Chapter 24: Standard Costs and Balanced Scorecard</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 11 WileyPlus Continuing Case Ch. 24 WileyPlus Quiz 13 Discussion #13	SLO1, SLO2, SLO3	Assignment: 1 Case: 1 Quiz: 2
14 Apr 12 – 18	Planning for Capital Investments	<i>Kieso, Kimmel, & Weygandt, Chapter 25: Planning for Capital Investments</i> Chapter Overview video Chapter PowerPoint	WileyPlus Adaptive Assignment 12 WileyPlus Continuing Case Ch. 25 WileyPlus Quiz 12 Discussion #14	SLO1, SLO2, SLO3, SLO4	Assignment: 1 Case: 1 Quiz: 2
15 Apr 19 – 25	Review		Final Paper	SLO1, SLO6	Review: 4 Essay: 3
16 Apr 26 – May 2	FINAL EXAM (Chapters 14-25) (Final Exam needs to be completed by May 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 or WileyPlus unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Your grade will only show in LH. The grade showing in WileyPLUS is not the official grade.

Description	Number of Activities	Points	Percent %
WileyPLUS Adaptive Activities	12 adaptive activities @10 points each	120	10
WileyPLUS Quizzes	12 exercises @ 10 pts each	120	15
WileyPLUS Continuing Case	12 cases @ 10 pts each	120	15
Discussion Posts	10 discussions @ 5 pts each	50	5
Creative Assignments	6 creative assignments @ 10 pts each	60	5
Final Paper	1 final paper @ 100 points	100	10
Mid-term Exam	1 Midterm exam @ 100 points	100	20
Final Exam	1 final exam @ 100 points	100	20
Total Percent Possible		770	100%

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%

Viewing Grades in LearningHub

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

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/weblmsc/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 unkind 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/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

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.

Part 6: Bibliography

<http://www.westga.edu/%7Edistance/ojdl/spring51/edelstein51.html>

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