

ACCOUNTING 350

INTERMEDIATE ACCOUNTING I

SPRING 2023

INSTRUCTOR Professor Weiss

TEACHING ASSISTANTS Catherine Epstein and Justin Chau

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OFFICE HOURS Wednesdays, 6:30 p.m. to 7 p.m., after 9:45 p.m., and by appointment (until 5/10). **DEPT. WEBSITE** <http://www.csun.edu/acct/>

DEPARTMENT PHONE (818) 677-2461 **CLASS WEBSITE** <http://www.csun.edu/acct350/>

REQUIRED CLASS MATERIAL

- *Tableau* (Available free online) – See “Assignments and Solutions” located on the class web page for instructions.
- *Connect* (includes a free eBook version of *Intermediate Accounting*, 11th Edition, Spiceland, Nelson, Thomas, & Winchel).

To purchase *Connect* and obtain your free eBook version of the Spiceland textbook, follow these instructions.

- (1) Access Canvas at <https://canvas.csun.edu/>.
- (2) Use Dashboard to select this class.
- (3) Click the link identified as “McGraw-Hill Connect” and follow the instructions to register.
- (4) When you register, you are not required to pay. (Therefore, do not pay even if you are asked to do so.) You will be charged \$123.90 by the University as an additional student fee.
- (5) You may also purchase loose-leaf pages of the Spiceland textbook through *Connect* or the CSUN Campus Store.
- (6) Your Spiceland eBook and *Connect* will also be used in ACCT 351 and ACCT 352 at no additional cost to you.

COURSE DESCRIPTION

ACCT 350 is the gateway course to the accounting program. This course serves to develop and/or reinforce the foundation of basic financial accounting concepts such as transaction analysis and accounting theory, to provide academic and career advisement, to develop research and written communication skills, and to create a roadmap for completing the program.

LEARNING GOALS

This course shall contribute to each student achieving the following learning goals:

- Obtain a stronger conceptual and procedural understanding of financial accounting.
- Develop the technical financial accounting skills required to succeed in the accounting program.
- Develop critical thinking skills.
- Develop research and communication skills.
- Receive academic and career advisement.

SUGGESTIONS FOR SATISFACTORY PERFORMANCE

- Read the required material and class notes before the related class meeting.
- Do all assigned work and ask questions in class or use the Canvas discussion page.
- Work extra problems and exercises that were not assigned (the solutions for all chapters are available on the class web page).
- Periodically review past chapters, notes, and solutions to assignments.
- Spend a minimum of three hours of outside study and preparation for each hour spent in the scheduled class meeting.
- Read *How to Study for ACCT 350*, which is located on pages 5 and 6 of this syllabus.

GRADING

Grades will be based on the following point allocation:*

Midterm Exam I	100 points
Midterm Exam II	100 points
Final Exam	210 points
Total	410 points

***Negative Points:** Points will be lost for failure to submit an acceptable Handout 7 solution, not completing the four Tableau data analytics cases, and/or failure to follow Zoom directions during class meetings such as not displaying your full name and not muting your sound. Unless excused, points will also be lost for missing class meetings, arriving to class late, and leaving class early.

Final letter grades for this course shall be assigned using straight percentage and no plus/minus grading.

A = 90% or 369 points
B = 80% or 328 points
C = 70% or 287 points
D = 60% or 246 points
F = Less than 60% or 246 points

A grading curve will be used only if the class average for the course is significantly lower than past semesters.

EXAMS

All exams will be given on Canvas and consist of only multiple choice and dropdown questions as follows:

Midterm Exam I	25 MCQ	120 minutes
Midterm Exam II	20 MCQ	120 minutes
Final Exam	35 MCQ	180 minutes

The use of your notes and book on all exams is permitted.

Warning: To reduce the possibility of students working together, each exam will have the following settings on Canvas: (1) The questions will be in a different order, (2) the answers will be scrambled, (3) you will see only one question at a time, and (4) after you answer or leave a question, you will not be able to return to that question.

Many students use the strategy of answering the easier questions first, and then going back to answer the more difficult ones with the remaining time. Unfortunately, this isn't possible with these exams. If you are unable to take this kind of exam, you might want to consider obtaining your accounting education and CPA by enrolling in the Master of Professional Accounting (MPAcc) program after completing your undergraduate degree in a different major (e.g., Finance, Management, Information Systems, etc.). See the next paragraph for information about the MPAcc.

MASTER OF PROFESSIONAL ACCOUNTING (MPAcc)

This is a one-year program to prepare students for the CPA exam, and is available only to individuals who did not obtain an undergraduate degree in accounting. Each class is 8 weeks. Students receive a free Becker CPA review course. Go to <https://catalog.csun.edu/academics/acctis/programs/mpacc-professional-accountancy/>.

CANVAS DISCUSSION PAGE

A discussion page is available for your use on Canvas (<https://canvas.csun.edu/>). Use it to ask questions or for general discussion about the material and concepts covered

in the ACCT 350 lectures. Students are encouraged to respond to questions posted on Canvas by other students. Think of the Canvas discussion page as one large class study group.

TABLEAU AND DATA ANALYTICS

Tableau is software that is widely used to analyze data in business (called data analytics). Accounting firms and other businesses expect employees to have a working knowledge of Tableau or equivalent software to perform data analytics.

Connect contains data analytics cases using Tableau. You will also be assigned data analytics cases in ACCT 351. Therefore, you are required to complete four cases in ACCT 350 in order to learn how to complete the cases in ACCT 351. These cases are not graded. But failure to complete them will result in a loss of points. Go to "Assignments and Solutions" (located on the class web page) for instructions about how to obtain a free one-year copy of Tableau Desktop. Download the Excel files from *Connect* to the same computer that the Tableau software is downloaded.

It is very important for you to view the tutorial located at <https://www.youtube.com/watch?v=jEgVto5QME8> to learn how to use Tableau. To begin the assignment, instructions are contained in the first data analytics case.

RECORDED LECTURES FROM CLASS MEETINGS

Recorded lectures from Zoom class meetings are available each week on the Canvas home page if you miss a class or wish to review all or part of a prior lecture.

TUTORING

Tutoring is available from Beta Alpha Psi, the Business Honors Association, and the Learning Resource Center. Access to these resources will be announced.

EY CENTER FOR CAREERS

The EY (Ernst & Young) Center for Careers provides unique career-planning services and opportunities for accounting majors. Our program is one of the few in the country to have its own career center. You are encouraged to visit the EY Center web page at <http://www.csun.edu/acctis/ey-center/>. You are also encouraged to visit the web page for the University's *My Career Center* at <https://www.csun.edu/career/>.

DRESS FOR SUCCESS

It is very important for students to wear business attire for interviews and when attending such events as Meet-the-Firms Night (even when held virtually online). This can be costly on a student's limited budget. But there is good news! Business attire and accessories are available to you for "free" at two locations on campus: Dean's Closet (Bookstein Hall 2234) and Matty's Closet (Bayramian Hall 413). Make arrangements to ensure that you have what you need in time for future events.

POLICY ON MISSED EXAMS

No make-up exams are given. If you miss a midterm exam due to unavoidable circumstances, the final exam will be worth 310 points, provided:

- The reasons for missing the exam are acceptable.
- Professor Weiss was notified prior to the exam.

- If Professor Weiss was not notified prior to the exam date, there must be written documentation submitted to clearly establish that the circumstances were unavoidable and could not have been anticipated.

If you miss both midterm exams, a grade of zero will be assigned for both exams. If you miss the final exam due to circumstances that could not be anticipated and avoided, you may request the assignment of an incomplete grade within 24 hours after the exam is given by completing a Request for a Grade of Incomplete form available at https://www.csun.edu/sites/default/files/request_incomplete.pdf. Documentation will be required. If you miss both a midterm exam and final exam, a grade of zero will be assigned for both exams regardless of the reasons. An incomplete grade assigned for missing the final exam will prevent you from taking additional accounting classes until the final exam is taken and a "C" or higher is earned in ACCT 350.

REPEATING ACCT 350

Students shall not be permitted to repeat ACCT 350 unless there are available openings. In order to be eligible to repeat ACCT 350, students must have an overall and CSUN GPA of 3.2 or higher (without including the ACCT 350 grade in the GPA calculation) and have completed all Pre-Accountancy requirements, BUS 302 with a "C" or higher, and received credit for BUS 302L. **Less than 10% of all students are given the opportunity to repeat ACCT 350.** Students with extenuating circumstances that couldn't be anticipated and avoided may contact Dr. Vedd, the Department Chair, at rishma.vedd@csun.edu. Online requests to repeat are available at <https://csun.edu/acctis/saps>.

Instead of waiting one or two semesters to repeat, another option is for you to consider the MPAcc (described on the previous page).

ENROLLMENT IN ACCT 351, ACCT 380, AND 400-LEVEL COURSES

Students may not enroll in ACCT 351 or ACCT 380 without a "C" or higher in ACCT 350 and BUS 302, and credit for BUS 302L. Students may not enroll in 400-level courses without a "C" or higher in BUS 302 and credit for BUS 302L.

REQUIREMENTS TO CONTINUE IN THE ACCOUNTING PROGRAM

- Students must earn a grade of "C" or higher in each required upper-division business and accounting course in order to graduate. Students who earn less than a "C" are eligible to repeat an accounting course only once and only if/when an opening becomes available.
- No more than three upper-division business and/or accounting courses are allowed to be repeated.

- Failure to comply with either of these requirements will result in the student being dropped from the accounting program.

WITHDRAWAL FROM CLASS

The last day to withdraw from this class without any approval is Friday, February 17 (the end of the fourth week). To withdraw during the fifth week of instruction, students must have a serious and compelling reason. Requests for withdrawal after the fifth week are rarely approved and only in cases where the student can provide written proof of extraordinary circumstances that are beyond the student's control. Furthermore, there must be no viable alternative to the requested withdrawal, such as repeating the course. The following situations ARE NOT considered extraordinary circumstances and WILL NOT be approved to justify a withdrawal after the end of the fourth week of instruction:

- failing the class or receiving less-than-desired grade;
- failing to take action to add or drop a class, assuming incorrectly that the instructor will do it for the student;
- failing to make payment of registration and/or waiting for financial aid;
- the need to work because of financial considerations or opportunities;
- encountering a situation that should have been anticipated, such as the need to have transportation, the need to pay for ordinary living expenses, and the need for childcare;
- aspirations of either the student or a family member in regard to GPA, the dean's list, graduate school, scholarships, etc.;
- dissatisfaction with class material, instructor, instructional method, or class intensity;
- lack of motivation, change in academic interests, or change of major;
- participation in extracurricular activities; or
- academic overload and inability to keep up in all classes.

The following situations are typically the only ones that would meet the standard of extraordinary circumstances for which there is no viable alternative and would justify a withdrawal after the fourth week of instruction:

- medical documentation that the academic schedule is detrimental to the student's physical or mental health;
- activation for compulsory military duty;
- relocation out of the immediate area.

POLICY ON ACADEMIC DISHONESTY

Academic dishonesty, which includes cheating, fabrication, falsification, materially misleading omissions, facilitation of academic dishonesty, and plagiarism, is a serious academic offense. Access *Policies and Procedures* in the current online University Catalog and carefully review the definitions and penalties contained in the *Academic Dishonesty* section. A grade of "F" shall be assigned to any student who engages in academic dishonesty in this class, and formal disciplinary action shall be requested.

IMPORTANT: THIS SYLLABUS CONSTITUTES A CONTRACT BETWEEN THE STUDENT AND PROFESSOR. STUDENTS WHO REMAIN IN ACCT 350 AFTER FEBRUARY 17 CERTIFY THE FOLLOWING: THEY HAVE THOROUGHLY READ THIS SYLLABUS AND UNDERSTAND ALL INFORMATION CONTAINED THEREIN, AND ACCEPT ALL TERMS AND CONDITIONS, INCLUDING WHAT IS REQUIRED FOR STUDENTS TO CONTINUE IN THE ACCOUNTING PROGRAM. IN THE EVENT OF A CAMPUS EMERGENCY, THIS SYLLABUS MIGHT NEED TO BE ADJUSTED SUCH AS THE POINT ALLOCATION AND BASIS OF GRADING.

Class Schedule and Assignments

Assignments (except Handout 7) are expected to be attempted by the date listed.

[Except for *Connect* and the online material, all assignments below are in the Spiceland eBook and loose-leaf pages.]

WEEK 1 Wed., Jan. 25	<ul style="list-style-type: none"> ■ Accounting Information System ■ Accounting Equation 	<ul style="list-style-type: none"> ● Begin reading the <i>Review Primer</i> (located on the class web page) and review Chapters 1, 2, 3, & 4 (not in Spiceland) at https://www.principlesofaccounting.com/the-accounting-cycle/. ● Read <i>How to Study Accounting</i> on pages 5 and 6 of this syllabus.
WEEK 2 Wed., Feb. 1	<ul style="list-style-type: none"> ■ Journal Entries and Accounting Cycle Chapter 2 - pp. 45-61 ■ Cash/Accrual Accounting Chapter 1 - pp. 7-8 	<ul style="list-style-type: none"> ● Download Tableau. For instructions, go to "Assignments and Solutions" located on the class web page. View the Tableau training video at https://www.youtube.com/watch?v=jEgVto5QME8 after you download Tableau.
WEEK 3 Wed., Feb. 8	<ul style="list-style-type: none"> ■ Adjusting Journal Entries (AJEs) Chapter 2 - pp. 61-70 	<ul style="list-style-type: none"> ● Handout #1
WEEK 4 Wed., Feb. 15	<ul style="list-style-type: none"> ■ Closing Process Chapter 2 - pp. 74-78 ■ Inventory 	<ul style="list-style-type: none"> ● Handout #2 ● Data Analytics Case 1 (<i>Connect</i>) – Available on Canvas in Assignments
WEEK 5 Wed., Feb. 22	<ul style="list-style-type: none"> ■ Operating Cycle ■ Balance Sheet ■ Disclosure Chapter 2 - pp. 83-88 Chapter 3 - pp. 109-132 	<ul style="list-style-type: none"> ● Handout #3 ● E3-2, E3-3, E3-11, P3-10
WEEK 6 Wed., Mar. 1	<ul style="list-style-type: none"> ■ Income Statement Chapter 4 - pp. 165-188 	<ul style="list-style-type: none"> ● Handout #4
WEEK 7 Wed., Mar. 8	MIDTERM EXAM I – Chapters 2 and 3, Handouts 1, 2 and 3, exercises, problems, lectures, & notes (5-97).	
WEEK 8 Wed., Mar. 15	<ul style="list-style-type: none"> ■ Cash to Accrual Chapter 2 - pp. 78-80 ■ Academic Advisement 	<ul style="list-style-type: none"> ● View the online lecture for slides 108-120. ● Data Analytics Case 2 (<i>Connect</i>) – Available on Canvas in Assignments
Wed., Mar. 22	SPRING RECESS – NO CLASS	
WEEK 9 Wed., Mar. 29	<ul style="list-style-type: none"> ■ Codification, Case Research, and Written Communication 	<ul style="list-style-type: none"> ● Handout #5, E2-15, E2-18, E2-19, P2-11
WEEK 10 Wed., April 5	<ul style="list-style-type: none"> ■ Written Communication ■ Statement of Cash Flows Chapter 4 - pp. 188-194 	<ul style="list-style-type: none"> ● E4-17, E4-20, P4-1 ● Data Analytics Case 3 (<i>Connect</i>) – Available on Canvas in Assignments
WEEK 11 Wed., April 12	<ul style="list-style-type: none"> ■ Present Value Chapter 5 - pp. 238-39, 244, 246-50 ■ Career Advisement 	<ul style="list-style-type: none"> ● Handout #6
WEEK 12 Wed., April 19	MIDTERM EXAM II – Chapter 4, Handouts 4 & 5, exercises, problems, lectures, & notes (98-120 and 149-152).	
WEEK 13 Wed., April 26	<ul style="list-style-type: none"> ■ CPA Exam 	<ul style="list-style-type: none"> ● Submit Handout #7 Loss of 10 points for failure to submit an acceptable research paper. ● Data Analytics Case 4 (<i>Connect</i>) – Available on Canvas in Assignments
WEEK 14 Wed., May 3	<ul style="list-style-type: none"> ■ Conceptual Framework/IFRS ■ GAAP, FASB, SEC, and Standards Chapter 1- pp. 3-5, 8-30 	<ul style="list-style-type: none"> ● Handout #8, P5-1, P5-13 ● Pages 17-24 in Spiceland and slides 209-212 in the notes will not be covered in the class lecture but should be studied for the exam.
WEEK 15 Wed., May 10	<ul style="list-style-type: none"> ■ Miscellaneous Topics 	
WEEK 16 Wed., May 17	FINAL EXAM – Chapters 1, 2, 3, 4, 5, Handouts 1, 2, 4, 5, & 6, exercises, problems, lectures, & notes (5-67, 75-120, 149-152, 156-183, 197-222).	

HOW TO STUDY FOR ACCT 350

The following recommendations will help you achieve the maximum results for your study efforts. Although there is no substitute for **HARD WORK**, investing the **REQUIRED TIME**, and a **DESIRE TO LEARN**, using your time more efficiently will pay off for you. If you don't have the time to commit to ACCT 350 because of work, family, and/or health issues, these recommendations will probably not be as helpful.

READING THE BOOK AND CLASS NOTES

1. Studying accounting is not like reading a novel or studying history or sociology.
 - a. Each assignment in accounting **builds** on previous assignments. If you do half-hearted work in early chapters and assignments, you may be confused or lost by the time you reach later chapters and assignments.
 - b. Accounting books are condensed. Almost every sentence is important. Scan reading just does not work!
2. Read to understand **"why"**.
 - a. This is a technical subject that is logical and requires reasoning. Strive to be able to say, "I understand why that is done." If you can understand "why" in accounting, there is very little to memorize – this is critical because the subject of accounting cannot be memorized if you plan to apply it to complex and unstructured accounting problems.
 - b. **Try to explain every new topic in your own words.** Putting the new ideas into your own words is better than reciting the words in the textbook or class notes a hundred times.
3. Work the handouts and assigned problems/exercises to understand **"how to apply what you learned."**
 - a. Even though you understand "why it is done" in accounting, you must also be able to apply it to a new set of facts.
 - b. Be certain that you understand "how" as well as "why". You might be unpleasantly surprised that exam questions are different from the assignments you have completed. The reason they are different is to test whether you know how to apply what you have learned.
4. Continue to **review**.
 - a. Go back to previous chapters, class notes, and midterm exams you have taken during the semester in order to **refresh your memory**. Rework problems that were difficult for you, especially problems missed on the midterm exams when preparing for the final exam. Keep reworking them until you get 100% correct.
 - b. Never wait until examination time to review your accounting. The **review-as-you-go** approach produces better results, doesn't take as long, and saves all that last minute worry and time sacrificed at the expense of your other classes. The **forgetting curve** is the mirror image of the learning curve. You will forget as fast as you learned. It is a scientific fact that information that has been forgotten requires that it be relearned from the beginning (not merely reviewed), requiring the same amount of time it took to learn it originally. Think of it as preventing a candle flame from going out.
5. If there is something you don't understand, prepare specific questions to ask your professor. Some students keep a notebook of concepts with which they have questions. **PIN-POINT THE ITEMS THAT YOU DO NOT UNDERSTAND.** Don't make vague comments to your professor such as "I don't understand any of this material." Such statements are a strong indication to the professor that you have made no attempt to try to understand, and will receive very little sympathy or help.

WORKING HANDOUTS, EXERCISES, AND PROBLEMS

1. **(RTP) Read the problem!** Read the instructions and scan the problem to see what is ahead.
2. Work the problems without **"page flipping"** back to the chapter and/or class notes.
 - a. When in doubt, look back at the chapter and/or class notes – but NOT until you have tried to do the problem on your own. This indicates that you do not understand the material, and that you are not prepared for an examination.
 - b. The "page-flipping" method is guaranteed to waste a maximum amount of your time and to produce a minimum of results.
3. **Keep up with the class! IT IS EASIER TO KEEP UP THAN TO CATCH UP!!**
 - a. Check your solution against the solution presented in class (or online).
 - b. Be sure that you understand the correct solution.
4. Note what part of the problem you are having difficulty, and ask questions before class, during class, and after class.
5. **PRACTICE! PRACTICE! PRACTICE!** You might think that you know the material, but later you find out that you can't apply what you know on an exam because you haven't practiced enough. How much should you practice? Every spare minute! Your grade could be determined by the amount of time you invest.

MAKING THE BEST USE OF CLASS TIME

1. Always be **prepared** before you go to class.
2. **Don't be afraid to ask questions.** If you have a question, at least ten other students probably have the same question but are too insecure or shy to ask.

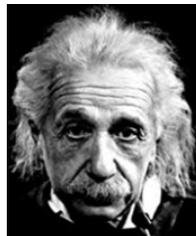
3. Students who make **failing grades** also fail to attend class meetings, fail to pay attention during class, fail to do the assignments, fail to obtain tutoring, and fail to ask the professor for help until it is too late. And when they do ask, it isn't for help. They go to the professor to offer excuses for poor performance. Remember, when you start your professional career after graduation, **excuses won't explain away poor performance. Excuses might earn you some sympathy, but not a passing grade in an accounting class.**

HOW TO STUDY

1. The best way to study is with a small group of students. Students helping students has many advantages. The use of Zoom makes this much more possible.
2. If being part of a study group is not possible for you, don't hesitate to obtain free tutoring for topics you don't understand.
3. Never stop studying. Never stop reviewing.

PREPARING FOR AND TAKING EXAMS

1. Be **specific** in your study. Concentrate on the material that seems to be most important. Note the items that your professor emphasizes in class and the assignments.
2. Every exam has an element of speed. If you are slow, you probably need to study and practice more.
3. The questions that appear on exams approach the material from a slightly different direction. These are not trick questions. They might appear to be more difficult than questions you answered in your assignments. But they're not. They are intended to test your ability to **reason** and **understand** rather than your ability to memorize. As previously explained, they test your ability to apply what you've learned.
4. Don't stop with just "getting the idea". It is often a great shock to students who thought they understood the material but did poorly on the exam. "Why?" they ask. The answer is simple. Of course it is important to "understand" the material. But as previously described, unless you can "apply" what you have learned, the results you get on an exam will be very disappointing. How do you know if you can "apply" what you've learned? PRACTICE! PRACTICE! PRACTICE! The best indicator is being able to work all of the assignments correctly during your review without looking at the solutions – and to do so with speed. **Build speed.** If you can't finish an exam in the allowed amount of time, it won't matter how much you know or can apply.
5. **Again, (RTP) read the problem!** When taking exams, many points are lost and questions missed because the student does not READ THE PROBLEM, especially with multiple choice questions. Read what the question is really asking, not what you think or want it to ask. One word can make a difference.
6. For a long exam question with a lot of facts and information, the best approach is to first go to the end of the question and read **what is being asked**. Then read the entire question. With this approach, you only need to read the question once, not twice. This approach enables you to begin answering the question during the first reading because you know what is being asked. You are able to avoid wasting time processing irrelevant facts not required to answer the question. You will be surprised at how much valuable time you will save by not reading the same question twice.
7. Another successful strategy is for you to **create your own exam** – those questions that you would include on the exam if you were teaching the class. And then take your own exam. Creating your own exam questions with solutions is great practice. This is especially effective with a study group.
8. Do you experience **anxiety** when taking an exam? This is a very common problem for students. You might find the following websites helpful.
 - https://www.testprepreview.com/test_anxiety.htm
 - <http://www.test-preparation.ca/how-to-overcome-test-anxiety/>
 - <http://www.horizonlorain.org/wp-content/uploads/2016/03/Reducing-Test-Anxiety.pdf>
9. The greatest weaknesses in a student's ability to take an exam are failure to **concentrate**, failure to keep his/her **composure**, and failure to maintain a **steady pace**. Be aware of the time to help pace yourself. But don't break your concentration or lose your composure by constantly thinking about the time factor. Don't let your mind close up on you and end any chance you have of doing well. It is better to concentrate on answering only 80% of the questions and getting them all correct than to answer all of the questions and missing half of them. It is important to get a good night of **sleep** before the exam even if you think you need that time to study. Your mind will not function at peak effectiveness if you are deprived of necessary sleep. Your recall and analytical ability will be severely diminished. Also, quit studying at least two hours before the exam to give your mind a chance to rest. Whatever you still don't know within two hours isn't going to matter on an accounting exam. Cramming is counterproductive and actually increases anxiety. Also, it is important to **eat** a healthy meal that day, but don't eat within two hours of the exam.



ADVICE FROM ALBERT EINSTEIN

"If you can't explain it *simply*, you don't understand it well enough."