Accounting 202 – Course Guide

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Washington State Open Course Library Project

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# Important Information:

**Accounting 201 is a pre-requisite for this course. You will use the same course materials so it’s important to adopt both OCL projects.**

**Mode of Instruction:** This course is designed to be taught fully online. The course requires the students use Angel (or some other education platform) , CengageNow (or another homework assessment software), Elluminate (or another online meeting software / platform), and the discussion boards.

This course cannot be taught by someone who is not an active, engaged, and passionate instructor. Managing the discussion boards, Elluminate session, and the class requires a full-time commitment. As I tell my students: online classes are harder.

This course could be taught as a hybrid. The on-campus portion could replace Elluminate and the majority of the discussion boards. You may need to supplement with another writing assignment.

For on campus class the material could be used. Additional writing assignments would be necessary.

**Textbook:** The textbook I selected is NOT OER. I designed this course so you could drop in any book and homework assessment software. The book I selected is the one I recommend you use due to it’s price and the current other choices in the market.

Book Info: Financial ACCT by Goodwin and Alderman

Southwestern

Student purchase book through http:www.cengagebrain.com/micro/wasbctc

Instructor Shell: You must agree to adopt the book in order to get the $30 price for the course AND a copy of my CengageNow Shell. This shell has the homework assignments and exams for the course.

I chose this book because I did not feel there was a good OER book that was paired with homework assessment software. I feel that students must be able to use the homework assessment software in order to learn accounting online. I also use the homework assessment software in my on ground sections.

**Course Material:** All the material in this course not housed at CengageNow is all open course material that I have created**.**

**Other great OPEN sources:**

UTube: Susan Crosson

Other textbook:  <http://www.principlesofaccounting.com/>

**Other sources suggested by students:**

I have not used the sites before but thought they may be added to the course in the future.

<http://www.ge.com/ar2004/maroicofr.jsp>

<http://www.ofm.wa.gov/resources/internal_control/ICfcoicc.pdf>

<http://basiccollegeaccounting.com/contrast-between-capital-and-revenue-expenditure/>

<http://blog.accountingcoach.com/double-declining-depreciation-on-financial-statements/>

**Prerequisite:** None - I do suggest the following requirements for students.

* Contact the distance learning office web page or Angel for system requirements.
* Reliable access to the Internet.
* Reliable access to the computer and a backup plan.
* An email account that you access regularly.
* Basic math skills
* College Reading Skills

# Goals for the course:

**Objectives:**

1. Illustrate an understanding of Internal Control situations.
2. Identify, analyze, and record issues related to current receivables.
3. Analyze the effects of purchasing, disposing, and valuing long term assets.
4. Record current and long term assets in journal according to GAAP.
5. Identify, analyze and record liabilities on financial statements.
6. Understand and calculate present values of cash as they relate to bonds.
7. Calculate and record bond issuance, interest payments, and redemption.
8. Discuss and account for debt financing and equity financing.
9. Journalize and report transactions involving stockholders' equity accounts.
10. Prepare and analyze a cash flow statement.
11. Analyze the financial condition using several financial analysis techniques.
12. Prepare and present clear, concise, well-developed written communications in Standard English with correct punctuation and spelling, using business-appropriate word processing formats and styles.

The objectives for this course are meet by students completing all the compents of the course. The course is designed to engage students at many different levels / means. The discussion board topics, reading the lecture and book material, completing the case problems, and the graded homework are all working toward the 12 objectives above.

Item #1-11 are all skills based items and the students need to do them in order to meet the objective. What I found works best is a combination of different tools and methods. Students are required to deal with each topic over and over. First in the reading/lecture, second the discussion boards, third in the case problems, fourth in the homework, and the online lecture. In addition, the homework software has self study and additional practice. The more difficult topics are covered over two weeks to help the students process all the material.

Items #12 is best meet with the discussion board and communication with the instructor.

**Global Outcomes:**

In General Global outcomes are best achieved through all components of the course. Teaching this course requires a very active instructor who uses the tools to enhance the core material and help students think things through. The discussion board assignments are the primary way the course addresses the global outcome of business communication and information literacy.

1. Use quantitative reasoning process and the skills learned to understand, analyze, and solve accounting problems.
2. Access, evaluate, and utilize financial information from a variety of sources and contexts to make business decisions.
3. Understand the importance of integrating ethical considerations into decision models.
4. Use terminology and subject specific language to communicate in the business model.
5. Identify, evaluate, and compare alternative methods or practices of accounting for specifc activities
6. Recognize and articulate global aspects of business.
7. Identify and analyze problems and options, then select and implement appropriate solutions, and evaluate outcomes appropriate to course content.

# Course Organization:

For this course the course content is divided into weekly modules. Each week I provide the students with the following pages in Angel please see the course map or Angel shell for a sample. In some weeks I may also provide additional practices and/or quizzes.

1. Weekly Schedule
2. Read / Lecture
3. Homework and Discussion Forums
4. Case Study – One per main topic

The *weekly schedule* gives the students a snapshot of the week and helps them stay on track. I have also provided a sample quarter schedule so the students have an idea what to except for the entire quarter. I have found making sure those assignments, discussions, and exams are due on the same day every week is very beneficial to the students and the instructor.

The *read/lecture* page gives the students the reading assignment from the textbook and an overview of the topic. I wrote these lectures to supplement the text, clarify a difficult concept, and provide students with some basic framework.

The *homework and discussion forums* page gives the students the specific information they need for each assignment / discussion. Students have two homework assignments and discussion boards on non-exam weeks. One exam weeks they have one of each but the points are the same each week.

Homework is completed using CengageNow and I encourage the students to discuss it. The homework settings are: students get 5 attempts and the answer is available after the due date.

I have provided you with discussion forum starters in the instructor folder. Using the starters helps students get started and enrich the overall discussion. I often tailor them to the book or questions students had in prior quarters. These starters will need to be added each week as Angel does not carry this information forward.

The *Case Study* “Lions and Tigers” is a way to give the students a simple sample problem, allow them to discuss it, and then watch the video walking them through the assignment step by step.

In addition to the above items, I meet with the students one night a week in Elluminate. I use this as a way to further build community, encourage students to ask questions, go over difficult concepts, and to discuss the current week’s topic. I have provided you with bare bones Power Point slides and my notes to help facilitate these discussions.

**Future Directions of this course:**

I could continue to tweak, improve, add to, and re-engineer the course for years to come. The value of this project is I can share what I have done and let others continue on with the work!

Here are the areas I feel that are weak, need more work, or things I hope someone does.

1. Elluminate, Instant Chat, and Tegrity would be more useful if students had a “how to” quick and dirty guide that introduced the tools.
2. The case problem videos’ could be edited / revised. You may want to take the time to record them in your voice and style. I found students enjoyed the stuff I created more than the professional videos or videos recorded by other instructors.
3. I think it would be helpful to have a list of helpful resources for each topic: websites, tutors, etc. This specific link would help students wade through all the information.
4. There are a limited number of questions / problems for the homework with the homework assessment software. This creates a problem if students want more practice or you need to mix the assignments up.
5. The exams I provided in Cengage Now will need to be re-mixed so the answers do not become common knowledge. As with the homework the possibilities are not endless. This is an even bigger issue with the exam questions in Angel as they are not alternative questions.
6. The book is a first edition book and there are some issues with CengageNow bugs. I know these are being worked on but the sharing of them will help in the future.
7. The discussion board starters for each chapter could be revised ,condensed, and re-mixed.
8. Case problems: alternative case problems or additions to the current case problems that would provide richer discussions while practicing the bare bone concepts.