



GEORGETOWN UNIVERSITY
School of Continuing Studies

BHLS 229-201, Principles of Accounting

Dates: May 18, 2020 to August 16, 2020

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: Chris McGrath, CPA, CFE

Contact Information: jcm234@georgetown.edu

Virtual Office Hours: By appointment

COURSE DESCRIPTION

This course will introduce students to the fundamental concepts of accounting. Students will learn topics including generally accepted accounting principles, financial statements, the recording process, account adjustments, the accounting cycle, accounting for assets, liabilities and equity, and financial analysis. Additionally, topics on data integrity and ethical behavior are explored to address faithful communication of financial information. The course will provide students with a practical understanding of common practices to account for business transactions and the ability to produce a basic set of financial statements that include a balance sheet, income statement, cash flow statement and a statement of stockholders' equity. Students will apply the concepts learned to analyze financial data and relationships, from which they will construct its meaning, such as the financial health of a company.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Identify the regulation and the roles of parties involved in the financial reporting process.
2. Explain the foundation of accounting concepts and the difference between accrual accounting and cash flows.

3. Apply conceptual knowledge to business transactions by translating transactions into four major accounting statements: Balance Sheet, Income Statement, Statement of Cash Flows, and the Statement of Retained Earnings
4. Explain the role of judgment in accounting and show the ways it affects financial reporting.
5. Analyze financial data and interpret the meaning of financial data, including data relationships.
6. Explain basic methods to store and retrieve financial data as well as methods to maintain data integrity.
7. Identify key human catalysts that support or undermine ethical behavior in accounting and financial reporting.

REQUIRED READINGS

The following are the required reading material for this course:

Financial Accounting, 10e WileyPLUS (next generation) + Loose-leaf by Jerry J. Weygandt, Paul D. Kimmel, et al.; Jun 19, 2018; ISBN-13: 978-1119491637

WileyPLUS comes with access to the full textbook online. For students purchasing a used book or using the online textbook, a subscription to WileyPlus is also required in order to access instructional material, including videos, accounting practice sets and quizzes. WileyPLUS content is interwoven throughout the modules within Canvas.

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides.](#)

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

This course consists of 13 weeks of modules. You are expected to do the readings, watch the lecture videos, and to engage with the course material in depth. Your responsibilities include completing all the assignments. Participation is also essential to your success in this class. In order to get full credit for participation, you will have to complete all of your discussions.

The learning objectives of the course are achieved through a combination of video lectures, interactive content, discussions, problem solving, readings and projects. This is a challenging course, but also rewarding; developed for students who have no knowledge of basic accounting.

Learning accounting is cumulative process, best learned incrementally and gradually. Experience shows that best learning results can be achieved by keeping up with new material and concepts as they are introduced and by mastering each major new concept before proceeding to the next.

Most importantly, accounting is learned by practicing its applications. Each module includes practice sets, which will allow you to apply your new knowledge until it is mastered.

Studying Suggestions:

- Read the assigned chapter and related PowerPoint slides.
- Engage in the interactive content and watch the video lectures.
- Perform the Practice Sets over until you reach 100 percent.
- Take the Comprehension Quizzes over until you reach 100 percent.
- Attempt the mid-chapter and end-of-chapter problems.
- Participate in class discussions and seek to clarify topics that are not clear.
- Review the chapter and class notes and attempt some practice problems.
- If you feel you are struggling with a particular topic, go to the WileyPLUS website. Wiley has been building its accounting instructional material over many years and has material on practically all things. WileyPLUS provides resources, such as additional topical videos including "How to use Excel". WileyPLUS also offers an interactive learning environment, where you can learn at your own pace and measure your progress.

Also remember that correct answers to problems are less essential than studying and comprehending the issues and concepts to gain familiarity with underlying objectives of accounting.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 12-15 hours per week on the work for each online module.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.** Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy:

As stated in the [Student Handbook](#), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any Discussion Board participation. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Discussions and Assignments

Participation	10%
Practice Sets	10%
Quizzes	10%
Mini-Projects	10%
Exam	15%
Project	20%
Final Exam	25%

Participation 10%

Students are expected to have read each module's assigned material, be knowledgeable about the material and actively participate in the related discussions. Discussions are included in most modules. In no less than 250 words, your post should address the question asked.

When not specified, you are required to make one initial post and then respond to two classmates for each discussion forum. (Discussion related to the Project, below, will have different rules.) Your response must have a clear, well-formulated idea; sentence structure, grammar, punctuation, and spelling count. Your response should be insightful, thoughtful, and analytical. Your responses to classmates' postings must not be a "well done" phrase or "I agree." Consider points of agreement, disagreement, assumptions, and value judgments. Your goal is to add value.

Practice Sets 10%

Students are required to complete the Practice Sets online through Canvas. The majority of the material is provided from WileyPLUS. The Practice Sets include exercises and problems, which are graded.

Each Practice Set can be resubmitted until 100 percent correct. The purpose is to allow you to apply your new knowledge until it is mastered. There are eleven (11) Practice Sets with each one having the same point weight.

Quizzes 10%

Students are required to complete Quizzes online through Canvas. The Quizzes will resemble the exams and are graded. Each Quiz can be resubmitted until 100 percent correct. The purpose is to allow you to apply your new knowledge until it is mastered. There are twelve (12) Quizzes with each Quiz having the same point weight.

Mini-Projects 10%

Students are required to complete the mini-projects through Canvas by the deadline. Most of these assignments are problems that required the application of principles, concepts or practices of the module. There are eleven (11) Mini-Projects with each one having the same point weight.

Exam 15%

The examination will be multiple choice and problem based. There is a 120 minute time limit [2.0 hours] on this exam, and you have one attempt to take the exam. Exams are not open book, not open note, or not open Internet.

Project 20%

Building the Financial Pitch - To enhance your understanding of the accounting process and financial statement preparation, there will be a project that will be complete over the semester. The project starts with recording accounting entries, building a trial balance and financial statements for a company that is your creations. The project will conclude with the posting of your proposed venture - paper and video presentation - which will be reviewed by your peers in a discussion forum. You have the option to take the advice and guidance of your peers, to make your submission better, and submit it for grading.

Final Exam 25%

The final examination will be cumulative and based upon the chapters covered in class. The exam will be a combination of multiple choice questions and problems. There is a 120 minute time limit [2.0 hours] on this exam, and you have one attempt to take the exam. Exams are not open book, not open note, or not open Internet.

Citation Style

This course uses APA or Chicago style for all writing and research assignments. Resources for this citation style are available through

[Georgetown Library Citation Guide](#)

[APA Style Guidebook](#)

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The Project Management program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)
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COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as

cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in

any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

1. Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
2. Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- [Georgetown Self-Care Resource Guide](#)
- [Georgetown Wellness Wheel](#)
- [Georgetown Guide to Recognizing Students in Distress](#)

PREGNANCY ADJUSTMENTS AND ACCOMMODATION

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Pregnancy Adjustments and Accommodations for Students webpage](#).

COURSE SCHEDULE

*Course schedule will be followed but is not a contract.

All readings are posted on Canvas

Module	Topic	Readings	Graded Course Work
1	Accounting Basics	Text Ch. 1	Practice Set Quiz Discussion Mini-Project
2	The Accounting Structure and Recording Process	Text Ch. 2 “The Relational Database”	Practice Set Quiz Discussion Mini-Projects
3	Accrual Accounting and Fixing the Books	Text Ch. 3	Practice Set Quiz Discussion Mini-Projects
4	Reporting Financial Results	Text Ch. 4	Practice Set Quiz Exam (Modules 1 - 4)
5	Merchandizing Operations and Inventory	Text Ch. §5.1 (only) Text Ch. 6	Practice Set Quiz Discussion Mini-Project
6	Fraud, Internal Controls and Cash	Text Ch. 7	Practice Set Quiz Discussion Mini-Project
7	Receivables	Text Ch. 8	Practice Set Quiz Discussion Project – Milestone 1

Module	Topic	Readings	Graded Course Work
8	Property, Plant and Other Assets	Text Ch. 9	Practice Set Quiz Discussion Mini-Projects Project – Milestone 2
9	Liabilities and Equity	Text Ch. 10 and 11	Practice Set Quiz Discussion Mini-Projects Project – Milestone 3
10	Statement of Cash Flows	Text Ch. 12	Practice Set Quiz Discussion Mini-Projects Project – Milestone 4
11	Financial Analysis Part 1: Ratio Analysis	Text Ch. 13	Practice Set Quiz Discussion Mini-Project Project & Related Discussion – Milestone 5
12	Financial Analysis Part 2: Cost-Volume-Profit	[TBD]	Quiz Project & Related Discussion – Milestone 6
13	The Financial Pitch and Final Exam		Project & Discussion – Milestone 7 Final Exam (cumulative)