COURSE SYLLABUS

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

SECTION 1: COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Number &amp; Name:</th>
<th>HFT 3404: Resort &amp; Hospitality Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN:</td>
<td>81867</td>
</tr>
<tr>
<td>Course Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Department/Program:</td>
<td>School of Resort &amp; Hospitality Management</td>
</tr>
<tr>
<td>Meeting Times/Location:</td>
<td>Wednesdays’ 4:30 PM – 7:15PM (Room 240)</td>
</tr>
<tr>
<td>Format:</td>
<td>Classroom</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Dr. Collin Ramdeen, Associate Professor, School of Resort &amp; Hospitality Management</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Sudgen Hall, Room 218.</td>
</tr>
<tr>
<td>Contact Information:</td>
<td>Email: <a href="mailto:cramdeen@fgcu.edu">cramdeen@fgcu.edu</a>; Phone: 239-590-1298 (Office)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>M 3:15pm - 4:15pm; M 7:15pm - 8:00 pm; W 3:15pm- 4:15pm; W 7:15pm - 8:00pm; F 12:15pm- 1:15pm and F 4:15pm – 4:45pm</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None. However, good reading and comprehension skills are Required to successfully complete this course</td>
</tr>
<tr>
<td>College Level Writing Skills:</td>
<td>ENC 3250 Professional writing recommended (see page 7, point 3)</td>
</tr>
<tr>
<td>College Level Math Skills:</td>
<td>Linear Algebra or Elementary Calculus</td>
</tr>
<tr>
<td>Course Description:</td>
<td>An introduction to basic financial accounting concepts and practices applicable to resort and hospitality organizations using the industry’s uniform system of accounting.</td>
</tr>
<tr>
<td>Supplemental Reading:</td>
<td>Will be provided in the form of Word documents and PowerPoint slides. See page 17 for additional books in the library.</td>
</tr>
<tr>
<td>Exams &amp; Assignments</td>
<td>There will be NO makeup for missed exams, assignments, and Quizzes. Please see tentative schedule for ALL due dates.</td>
</tr>
<tr>
<td>Electronic Devices</td>
<td>ALL electronic devices (cell phones, IPod, computers etc.) MUST be turned off and put away (out of sight) between the hours of 5:00am &amp; 7:45am (this include the 10 minutes break)</td>
</tr>
</tbody>
</table>
SECTION 1: COURSE INFORMATION CONT.

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

Scantron: You are required to provide scantrons for ALL exams. The FGCU bookstore sell these scantrons. Fill out the BLUE side of each scantron for ALL exams.

LCOB Accounting Dept. Policies: The calculator use is Texas Instrument BAII PLUS. NOTE: The required calculator is the ONLY electronic device allowed to be used during class. The use of ALL other electronic devices (e.g., cell phones, IPod, laptop computers etc.) are PROHIBITED DURING CLASS. See classroom policies page 7 for failure to comply with the above policies.

Boredom/Entertainment: It is your responsibility to generate and stimulate class discussions that are related to the topics for each class period. If you do that you will NOT be bored. If you want to be entertained my commendation to you is to stay home and watch the tonight show, late show, sitcoms, or the comedy channel. Your bosses at work are NOT going to entertain you. They expect you to show up for work motivated to make positive contribution to the overall success of the operation. Therefore, the same is expected of you when you attend class.

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

SECTION 2: MISSION, LEARNING OUTCOMES, & MEASUREMENTS

A. PROGRAM MISSION

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

B. PROGRAM LEARNING OUTCOMES (REVISED FALL 2014)

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

1. Illustrate proficiencies and skills relevant to the operational areas of Resort and Hospitality Management.
2. Apply effective communication skills.
3. Evaluate information and make decisions using critical thinking and problem solving skills.
4. Apply ethical reasoning and professional judgment.
COURSE LEARNING OUTCOMES
At the completion of this course, students should be able to:
1. Apply generally accepted accounting principles to hospitality situations, define the terms debit and credit, explain the basis of the double-entry accounting system and identify the normal balances of commonly used accounts.
2. Illustrate how to journalize and post accounting entries and prepare trial balance for accounts.
3. Describe the major classes of accounting adjustments and use them to classify adjustments.
4. Explain the purposes of the uniform system of accounts and identify those systems that are relevant to the hospitality industry.
5. Explain the purpose of performing bank reconciliation and prepare bank reconciliation.
6. Describe the terms associated with receivables and payables, outline ways to avoid bad debt losses, and explain methods used to account for bad debt expenses.
7. Identify broad guidelines for controlling inventories and explain the role of inventory in the calculation of profit.
8. Apply effective communication skills.
9. Use critical/analytical thinking skills to prepare and interpret the balance sheet, the income statement, the statement of owner's equity, the statement of retained earnings, the statement of cash flows, and ratios analysis and interpret and discuss the purposes of each.
10. Recognize and evaluate ethical considerations in hospitality financial accounting affecting the hospitality industry.

C. MEASUREMENTS OF STUDENT LEARNING OUTCOMES

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

ALC – Academic Learning Compact (State of Florida requirements)
ILO – University Learning Outcomes
PLO – RHM Program Learning outcomes

Ramdeen Ph. D. 3HFT 3404, CRN 81867 RH Financial Accounting
## SECTION 3: LEARNING OUTCOME EVALUATION METHODS AND GRADING POLICIES

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

<table>
<thead>
<tr>
<th>GRADE COMPONENT</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
<th>CUMULATIVE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL ASSIGNMENT</td>
<td></td>
<td></td>
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<tr>
<td>Quiz # 1 Evaluation (Week # 1: 08/17)</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Written Assignment (D.E.S) (Week # 4: 09/07)</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Exam # 1 (Week # 5: 09/14)</td>
<td></td>
<td>100</td>
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<tr>
<td>Ethical Assignment (Week # 6: 09/21)</td>
<td></td>
<td>20</td>
<td></td>
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<tr>
<td>Assigned Problem # 1 (I. S.) (Week # 7: 09/28)</td>
<td></td>
<td>25</td>
<td></td>
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<tr>
<td>Assigned Problem # 2 (B. S.) (Week # 8: 10/05)</td>
<td></td>
<td>35</td>
<td></td>
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<tr>
<td>Assigned Problem # 3 (C. F. S.) (Week # 9: 10/12)</td>
<td></td>
<td>15</td>
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<tr>
<td>Exam # 2 (Week # 9: 10/12)</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Internet Assignment (Disney) (Week # 10: 10/19)</td>
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<td>35</td>
<td></td>
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<tr>
<td>Assigned Problem # 4 (B. R.) (Week # 11: 10/25)</td>
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<td>15</td>
<td></td>
</tr>
<tr>
<td>Sustainability Assignment (Week # 12: 11/16)</td>
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<td>25</td>
<td></td>
</tr>
<tr>
<td>Quiz # 2 Evaluation (Week # 16: 11/30)</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exam # 3 (Week # 16: 11/30)</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam # 4 Optional ALL Chapters listed on syllabus See page 4 for clarifications (Week # 17: 12/07 W TBA PM – TBA PM).</td>
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</tbody>
</table>

**Total Course Points** 500

### B. How Your Final Course Grade Is Determined based on 500 points?

- **A** = 450 (90%) - 500 (100.0%) points
- **B** = 400 (80%) - 449 (89.9%) points
- **C** = 350 (70%) - 399 (79.9%) points
- **D** = 300 (60%) - 349 (69.9%) points
- **F** = Less than - 300 (60.0%) points

**NOTE**: Please review the grading scale carefully. The class is based on 500 points (100%). The cutoff for an A is 450 points (90%); therefore, 449 points is NOT an A, it is a B. The cutoff for a B is 400 points (80%), therefore, 399 points is NOT a B, it is a C. To pass this class you need a minimum of 350 points (70%)… NO EXCEPTIONS AND NO EXTRA CREDIT.

**NOTE**
ALL assignments MUST be done in accordance with the University Academic Behavior Standards and Academic Dishonesty at [http://studentservices.fgcu.edu/judicialaffairs/new.html](http://studentservices.fgcu.edu/judicialaffairs/new.html). Failure to comply will result in zero given for the assignment, and an “F” letter grade for the entire class, and documents submitted to the Office of Student Conduct. ALL Assignments MUST be handed in at the beginning of class. Failure to hand in a printed copy will result in ZERO POINTS ASSIGN.
C. CLARIFICATIONS ON EXAMS, QUIZZES & ASSIGNMENTS

(a) Quiz #1: to determine your level of competency as established by the State of Florida ALC
(b) Quiz #2: to determine your level of competency as established by the State of Florida ALC
THERE IS NO MAKEUP GIVEN FOR MISSED Quiz 1 or Quiz 2 regardless of circumstances.

(c) Exam # 1 Chapters: 1, 2, 3, & 4;
    2 Chapters: 5, 6, 17 & 18
    3 Chapters: 8, 9, 10, 11, 12 & A
    4 Chapters: ALL Chapter Listed on the syllabus
THERE IS NO MAKEUP FOR EXAM(S) MISSED regardless of circumstances.
If you MISSED or obtained a low score on any of the three (3) required exams you can take
EXAM # 4 (comprehensive optional exam) to use as a substitute.

(d) Assigned Problems: ALL late assignments will be given zero (0) regardless of reasons.
    ALL assignments MUST be typed (Font size 12) using word document format otherwise
    a zero (0) will be given. Any partial hand writing on your assignment is an automatic 5
    points deduction. ALL ASSIGNMENT ARE DUE IN CLASS BEFORE CLASS START.

(e) Ethical Assignment: late assignment will be given a zero (0) regardless of reasons.

(f) Writing Assignment: (Minor Report) summarized the Principles of Accounting listed on pages
    in your own words using APA style. The summary will consist of a maximum of two and a half
    (2.5) pages. You MUST have an introductory paragraph plus a minimum of ten (10) additional
    paragraphs. Please see CANVAS week # 2 for more details on this writing assignment.
    Late written assignment will be given zero (0) regardless of circumstances.

(g) Reading Assignments: Listed in the Tentative Schedule MUST be completed and notes
    Prepared from reading before attending each class. Failure to do so will result in students
    NOT understanding the lecture and NOT actively participating in Interactive Classroom
    Exercises and poor performance on the exams.

(h) Interactive classroom Exercises are discuss at the end of each lecture to assess student
    learning outcomes and to provided valuable feedback regarding their understand of the
    material presented in the lecture. Interactive classroom Exercises are listed on Canvas
    under Module by week number. You MUST print them out and start working on them
    before coming to class. You MUST bring printed copies of completed or partially interactive
    exercises to each class for discussion. The majority of exams questions are from these exercise

NOTE: ALL assignments with more than one (1) page MUST be stapled before handed to me.
    Failure to staple your assignment is an automatic five (5) point’s deduction.

POSTING ZERO FOR OPTIONAL EXAM # 4

The Exams on Canvas were set up to drop the lowest Exam score. Therefore, after Exam # 1 results
were posted in the grade column on Canvas, then ZERO (0) will be assigned to the grade column
on Canvas for the Optional Exam # 4 for every student.

If a student choose to take the Optional Exam # 4, then the score received on the Optional Exam # 4
will be used to replace the ZERO (0) that was posted, and Canvas will determine which of the four (4)
exam score was the lowest and then drop the lowest one.
SECTION 4: TEACHING METHODS, PHILOSOPHY, & MESSAGE TO STUDENTS

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

B. TEACHING PHILOSOPHY
Writing a statement of my teaching philosophy reflects my personal values and consideration for the needs of my students and the university goals. At the core of my teaching philosophy is my belief that students should be educated and mentored simultaneously. Therefore, I also act as a facilitator in the learning process, rather than the mere deliverer of information. I recognized that students learn in a variety of ways, so I take great effort to accommodate their differences. I am committed to making students active participants in their education through interactive classroom lectures and collaborative learning experience. Interactive lectures, critical thinking exercise, and learning outcome analysis are employed to let students engage in creative and interactive learning activities. These activities are designed to satisfy the Students Learning Outcomes as stipulated by the FGCU, the Lutgert College of Business, and the School of Resort and Hospitality Management program. I observed that students learning are significantly enhance when they incorporate their interactive learning exercises, and learning outcome analysis. Students therefore, become more active participants in this collaborative learning process and are more responsible, dependable, and team-oriented.

C. MESSAGE TO STUDENTS
It is a privilege to be your professor this semester. I trust that this semester I can both teach you and learn from you. Together we will explore a discipline and a profession that I have been a part of for over 20 years (financial analysis/hospitality management consulting). I hope to be able to share with you my knowledge and experience, as well as my passion for the field of Resort and Hospitality Management. I have been teaching for over 15 years and it gives me measures of stupendous joy and exhilaration to be your teacher and facilitator in the classroom this semester. I hope some of my passion for RHM accounting will pass to you and that you will see this course as both a field of study and an important contribution to your professional career development. 

*I encourage you to come by the office during regularly scheduled office hours.

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

The more you know about where accounting information comes from, how it is accumulated, and how it is best used, the better you will be able to perform your job.
D. How to determining if you will successfully complete this course?

1. **Do you have the time?** You **MUST** prepare before you come to class – read the assigned reading material and complete the assigned problem(s) each week. The general rule is that for every one (1) credit hour of class you need a minimum of three (3) hours of preparation outside of class each week. Therefore, for a three credit hour class you will need to set aside a minimum of nine (9) hour each week for reading, making notes and doing assignments.

2. **Can you keep up with the weekly reading and assignments?** Each assignment in accounting builds on previous assignments. If you do not understand Chapter 1, you will have difficulty in Chapter 2 and may be lost in Chapter 3.

3. **Do you have good reading and comprehension skills?** That is can you read each chapter and understand it in three (3) times or less and do 75 percent of the assigned problems on your own weekly.

4. **Can you focus on understanding “Why”?** This is a technical subject with its own set of rules; however, once you learn the basic rules, accounting is internally logical.

5. **Can you work problems to understand “How”?** You may be able to understand "why", but you must also be able to work problems to demonstrate your understanding.

6. **Can you write formal business reports?** Formal business reports include memos, letters, and short reports using APA style of writing.

7. **Can you do the assignments listed on Canvas?** If you read the assignments three times and do NOT understand what is required you should see an advisor at the Center for Academic Achievement.

**If you answer NO to three (3) or more of the above question it means that you are going to have a very difficult time understand the course material and end result is failure.** My recommendation to you would be to set up an appointment with your advisor in the College of Business regarding the ways in which you can overcome your deficiencies and take the course when you no longer have these deficiencies.
D. How to determining if you will successfully complete this course? Cont.

If you answer YES to three (3) or more of the above questions then you MUST do the following to successfully completed this course.

1. Be a Procedure/Winner and NOT a Procrastinator/Looser.

<table>
<thead>
<tr>
<th>Producers→Winners:</th>
<th>Procrastinator→Losers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always have an idea</td>
<td>Always shows ignorance</td>
</tr>
<tr>
<td>Always say, &quot;I'll do it!&quot;</td>
<td>Always say, &quot;It's not my job!&quot;</td>
</tr>
<tr>
<td>See an answer for every problem</td>
<td>See a problem for every answer</td>
</tr>
<tr>
<td>Always say, &quot;I can&quot;</td>
<td>Always say, &quot;I can't&quot;</td>
</tr>
<tr>
<td>Look for a way to do it</td>
<td>Look for a way to get out of it</td>
</tr>
<tr>
<td>Always offer solutions</td>
<td>Always offer excuses</td>
</tr>
</tbody>
</table>

2. Act Responsible through Preparation, Attendance, and Participation.

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

**Attendance**
1. Class attendance are required to successfully complete this course.
2. Coming to class late (15 minutes or more after class starts) or leaving class at the break will be treated as absence from class.
3. You will sign the class register at the end of the class provide you are in compliance with number two above.
4. Attending ALL classes and NOT displaying DISRUPTIVE BEHAVIOR will enhance your learning through listening and doing the interactive classroom exercises with your classmates. It will also improve your long-term retention and better performance on assignments and exams.

**Participation**

What is good participation?
1. Quality, not quantity.
2. Analyzing and discussing course material.
3. Questioning the analysis of others.
4. Seeking clarification.
5. Contrasting issues within other settings, courses, and / or other countries.
6. Adherence to guidelines for professional conduct.
7. Participate actively in class discussions and interactive exercises.

ZERO TOLERANCE FOR CLASSROOM DISRUPTIVE BEHAVIOR (SEE PAGE 11)
D. How to determining if you will successfully complete this course? Cont.

3. Classroom Student Responsibilities for Exams, Quizzes, and Assignments
The conduct in the classroom will be in accordance with the FGCU Student Code of Conduct revised September 2015. In addition, there will be NO allowance for cheating.
The first incident of cheating will result in an immediate **ZERO “0”**, for the assignment, quiz or exam. The second will result in a **ZERO (0)** for the course and information will be submitted to the Student Code of Conduct Office.
“This is a learning environment, the best learning occurs through mistakes, and therefore at all times the work during the course should be from the student.”

4. Cooperative Learning Behavior in Class at ALL Times
To respect our right to the best possible learning environment, **classroom disruptions will not be tolerated.** please:
- Turn Off cell phones, pagers, etc. before class (or as a minimum have on silent, vibrate mode. No text messaging is allowed during class. Text messaging will result in dismissal from class session, and recorded as an absence/non-participation.
- If you arrive late or leave early, sit near the door. Please do NOT walk through the front of the class.
- Do NOT carry on side conversations when I, or others are speaking
- Eat before or after—not during class (only water is allowed in the classroom)

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

Class sessions will be formal and class participation is strongly encouraged. Questions pertaining to the course or relating to the accounting/finance/business field are also welcome throughout the semester. Class lectures will be focused on helping students understand the “WHY’s” (the concept behind the mechanics) rather than the mere mechanics of the subject matter. **Please do not use memorization as a substitute for understanding.**

After observing students for many years and drawing from my own experiences as a student, I believe that students learn best by actively questioning and explaining. In this course, I encourage you to join in class discussions and bring questions to class. This means that in order to receive the maximum benefits during class time, you will need to read the assigned topics and attempt the homework before coming to class.

It is obvious that you will both need and be expected to attend all class meetings. You also must be prepared to take part in class discussions. This does not mean that you should have all topics mastered and learned; otherwise there would be no reason for class. It does mean that you should not be hearing about the topic for the first time in class.

You will become successful by helping others become successful. One of most effective ways of learning any subject matter is to teach it to someone else. By actively engaging in-group learning, you will be practicing the attributes of questioning, organizing, and connecting knowledge. Also, you will be learning to learn and to teach others, and you will be developing interpersonal skills you will need for successful careers in accounting or any other business field.
D. How to determining if you will successfully complete this course? Cont.

5. Learning and Course Expectations
   The five learning conceptions are:
   1) Learning will increase your knowledge.
   2) Learning to understand and do not use memorization as a substitute for understanding.
   3) Learning as the acquisition of facts which can be retained and/or utilized in practice.
   4) Learning as the abstraction of meaning.
   5) Learning as an interpretative process aimed at the understanding of reality.

For this course learning is a collaborative process between all the members of the class. I hope we can help each other to create a supportive learning environment throughout the term using Confucius axiomatic statement below.

Tell me, I’ll forget
Show me, I may remember
Involve me, I’ll understand
-Confucius

SECTION 5: CLASSROOM FORMAT, POLICIES, & MANAGEMENT STATEMENT

A. CLASS ROOM FORMAT

   a) Interactive Lecture/ Discussion  80
   b) Interactive classroom work: i) Critical Thinking 15
   c) BREAK 10
   d) Interactive classroom work exercises 60

   Total class time each class period 165
B. CLASSROOM CONDUCT POLICIES

Class Attendance
Students are expected to attend all classes and use and Canvas on-line learning systems. Illness related absences do not relieve students from their responsibility of getting the assignment(s) completed on time. It is the responsibility of the student to obtain information from the on-line course syllabus schedule, and Canvas learning systems concerning the assignment(s) and see that it is completed and turned in on time. If you are absent from class, you are still responsible for keeping up with assignments and any changes in the deadlines/schedule based on the progress of the class. Office hours cannot be used as a substitute for NOT attending class. They are available for students on an as needed basis to enhance the classroom learning experience.

Student Conduct
Students are expected to conduct themselves in accordance with the student code of conduct. Actions such as arriving to class late, temporarily leaving and returning to the classroom, and/or leaving class early have a significant negative impact on the learning experience of other students in the class. Please respect the learning experience of your classmates by addressing your personal issues before arriving to class.

Classroom Technology Use
Face-to-face engagement skills are an essential component of being a business professional. Therefore, except as designated by instructor, this course will be conducted in a non-wireless/non-electronic manner. Being physically present in the classroom, but not engaging in class activities through actions such as, but not limited to, checking email, surfing the Web, browsing Facebook, text messaging have a significant negative impact on the learning experience of other students in the class. Therefore, electronic devices except the calculator (Texas Instrument BAII PLUS) are PROHIBITED DURING CLASS period and MUST BE TURNED OFF AND PUT AWAY (out of sight). Students cannot use their computers to take notes or work on assignments during class.

LCOB Accounting Dept. Policies
Calculator is Texas Instrument BAII PLUS. NOTE: The required calculator is the ONLY electronic device allowed to be used during class. The use of ALL other electronic devices (e.g. cell phones, IPod, laptop computers etc.) are PROHIBITED DURING CLASS period and MUST BE TURNED OFF AND PUT AWAY (out of sight). First Violation — Fair Warning; Second Violation — you will be asked to leave the classroom for the remainder of that class session.

Cooperative Learning Behavior in Class at ALL Times
To respect our right to the best possible learning environment, classroom disruptions will not be tolerated, please:
  - Turn Off cell phones, pagers, etc. before class (or as a minimum have on silent, vibrate mode. No text messaging is allowed during class. Text messaging will result in dismissal from class session, and recorded as an absence/non-participation.
  - If you arrive late or leave early, sit near the door. Please do NOT walk through the front of the class.
  - Do NOT carry on side conversations when I, or others are speaking.
  - Eat before or after—not during class (only water is allowed in the classroom)

Consequences for Disruptive Behavior
Disturbance of the class will not be tolerated. Students are required to conduct themselves in a professional and Businesslike manner at all times during the class period. First Violation — Fair Warning; Second Violation — you will be asked to leave the classroom for the remainder of that class session.

Exam Policies
All students are expected to maintain the highest standards of academic honesty and integrity while taking the exam. Any violation(s) of FGCU “Academic Behavior Standards and Academic Dishonesty” will result in an automatic F in this course. Also the following violations will result in an automatic F in this course. (1) Talking to your classmate during the time of the exam irrespective of reason(s). If you are sitting next to someone who likes to talk please kindly sit at a different location in the classroom. (2) Allowing your answers to be copied by other(s), all parties involve will receive an automatic F in this course. It is your responsibility to ensure that your exam answers are NOT copied by another student(s). (3) The use of ALL electronic devices (e.g. cell phones, IPod, laptop computers etc.) except approved calculators are PROHIBITED during exams. (4) You will NOT be allow to return to the exam room after leaving to complete the exam irrespective of reason(s).
## SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR FALL 2016

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<tr>
<th>WEEK</th>
<th>Due Date</th>
<th>Topics, Chapters, Assignments, &amp; Deadlines</th>
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<tr>
<td>1</td>
<td>W 08/17</td>
<td><strong>Topic:</strong> Syllabus explained&lt;br&gt;<strong>Topic:</strong> Double Entry System (see week # 1)&lt;br&gt;<strong>Topic:</strong> Chapter 1: Introduction to Accounting&lt;br&gt;&lt;br&gt;<strong>Student Learning Outcomes:</strong>&lt;br&gt;1. <strong>Explain</strong> and <strong>use</strong> the accounting vocabulary (Key Terms) at the end of the chapter.&lt;br&gt;2. <strong>Describe</strong> the accounting profession and the organizations that govern it.&lt;br&gt;3. <strong>Identify</strong> the different types of business organizations.&lt;br&gt;4. <strong>Apply</strong> the underlying concepts, assumptions, and principles of accounting.&lt;br&gt;5. <strong>Evaluate</strong> the relationship among the four financial statement&lt;br&gt;6. <strong>Differentiate</strong> between cash and accrual accounting.&lt;br&gt;7. <strong>Use</strong> the accounting equation to analyze transactions.&lt;br&gt;&lt;br&gt;<strong>Assignments:</strong> (1) MUST read and make notes for every chapter using the “Lecture Notes Sheet” provided on Canvas under Modules and Chapter.&lt;br&gt;2. (2) Read the syllabus in its entirety for course content and other important information.&lt;br&gt;3. (3) Make a notion of the dates for EXAMS, and ASSIGNMENTS.&lt;br&gt;4. (4) Interactive In-Class Problems # 2 &amp; Extra Problem 1 &amp; 2&lt;br&gt;QUIZ # 1: 10 Questions &amp; 10 Minutes In class (see page 5 for further explanation)</td>
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<tr>
<td>2</td>
<td>W08/24</td>
<td><strong>Topic:</strong> Chapter 2: Accounting for Business Transaction&lt;br&gt;&lt;br&gt;<strong>Student Learning Outcomes:</strong>&lt;br&gt;1. <strong>Explain</strong> and <strong>use</strong> the accounting vocabulary (Key Terms) at the end of the chapter.&lt;br&gt;2. <strong>Explain</strong> accounts, journals, and ledgers as they relate to recording transaction and classify accounts into major account categories.&lt;br&gt;3. <strong>Define</strong> debits and credits and explain the basis of the double entry system.&lt;br&gt;4. <strong>Identify</strong> normal balances of commonly used accounts&lt;br&gt;5. <strong>Analyze</strong> transactions using T-accounts&lt;br&gt;6. <strong>Describe</strong> the relationship between general ledger accounts and the chart of accounts.&lt;br&gt;7. <strong>Record</strong> transactions in journals, post to the general ledger, then prepare trial balance&lt;br&gt;&lt;br&gt;<strong>Assignments:</strong> (1) Interactive In-Class Problems # 4 &amp; 17</td>
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<tr>
<td>3</td>
<td>W 08/31</td>
<td><strong>Topic:</strong> Chapter 3: Accounting Adjustments&lt;br&gt;&lt;br&gt;<strong>Student Learning Outcomes:</strong>&lt;br&gt;1. <strong>Explain</strong> and <strong>use</strong> the accounting vocabulary (Key Terms) at the end of the chapter.&lt;br&gt;2. <strong>Explain</strong> the need for accounting adjustments.&lt;br&gt;3. <strong>Differentiate</strong> between accrual and cash basis accounting.&lt;br&gt;4. <strong>Describe</strong> the two major classifications of adjusting entries.&lt;br&gt;5. <strong>Used</strong> deferral and accrual to classify adjustments.&lt;br&gt;6. <strong>Prepare</strong> and post adjusting journal entries.&lt;br&gt;7. <strong>Describe</strong> how failure to make accounting adjustments affects the financial statements&lt;br&gt;&lt;br&gt;<strong>Assignment:</strong> (1) Interactive In-Class Problems # 10. 11, &amp;13</td>
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### SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR FALL 2016 CONT.

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| 4    | W 09/07 | **Topic: Chapter 4: Completing the Accounting Cycle**  
**Student Learning Outcomes:**  
1. **Explain** and **use** the accounting vocabulary (Key Terms) at the end of the chapter.  
2. **Explain** the steps in the accounting cycle.  
3. **Describe** the purpose of the adjusted trial balance and its relationships with the balance sheet, income statement and statement of owners.  
4. **Explain** the closing process, and the function of the post-closing trial balance.  
5. **Describe** the worksheet and explain its function.  
6. **Prepare** the closing entries, income statement, and balance sheet.  
7. **Identify** the purpose of reversing entries and explain why they are used  
**Assignment:**  
(1) **Written Assignment to Summarize Article on the Double Entry System in Module Week # 4 on Canvas due in class before class start.**  
(2) **Interactive In-Class Problems # Extra Problem 1 & Problem # 7** |
| 5    | W 09/14 | **EXAM # 1: Chapters 1, 2, 3 & 4 (IN CLASS 4:30pm -5:30pm)**  
**50 Questions 60 Minutes**  
Office Hours exam day 2:30am – 4:15am No office hour after exam. |
| 6    | W 09/21 | **Topic: Chapter 5: Income Statement**  
**Student Learning Outcomes:**  
1. **Explain** and **use** the accounting vocabulary at the end of the chapter.  
2. **Identify** the purpose of the income statement, its major elements and relationship to the balance sheet.  
3. **Determine** when a sale is recorded.  
4. **Describe** how to account for allowances, returns, and the cost of goods sold.  
5. **Explain** how operational expenses are recorded.  
6. **Calculate** and account for gains and losses.  
7. **Describe** how earnings per share are calculated and reported.  
8. **Explain** the purposes of the uniform system of accounts and its relevance.  
9. **Outline** the contents of the income statement and purpose of departmental statement.  
10. **Identify** the purpose of information reported on the statement of retained earnings.  
**Assignments:**  
(1) **Ethical dilemma assignment due (Memo Using APA Style). See week # 6 on CANVAS for assignment in class**  
(2) **Interactive In-Class Problems # 2, 3, & 4; Extra Problem # 1** |
| 7    | W 09/28 | **Topic: Chapter 6: Balance Sheet**  
**Student Learning Outcomes:**  
1. **Explain** and **use** the accounting vocabulary at the end of the chapter.  
2. **Explain** the purpose of the balance sheet.  
3. **Describe** the limitations of the balance sheet.  
4. **Define** the various elements presented on the balance sheet.  
5. **Explain** the use of foot notes on the balance sheet.  
6. **List the use of the consolidate financial statements**  
7. **Prepare** the balance sheet from a trial balance with adjusting entries.  
**Assignments:**  
(1) **Assigned Problem # 1 (IS) due in class before class start** |
### SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR FALL 2016 CONT.

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<tr>
<td>8</td>
<td>W 10/05</td>
<td><strong>Topic: Chapter 17: Statement of Cash Flow</strong>&lt;br&gt;<em>Student Learning Outcomes:</em>&lt;br&gt;1. Explain and use the accounting vocabulary terms at the end of the chapter.&lt;br&gt;2. Identify general format, and the purposes of the statement of cash flows.&lt;br&gt;3. Distinguish transactions classifications as operating, investing, and financing activities.&lt;br&gt;4. Prepare the statement of cash flow using the direct and indirect method.&lt;br&gt;5. Differentiate the preparation of the operating, investing, and financing activities of the statement of cash flows.&lt;br&gt;6. Evaluate a company’s performance with respect to cash flow.&lt;br&gt;7. Identify noncash investing and financing activities&lt;br&gt;<em>Assignments:</em> (1) Assigned Problem # 2 (B.S) due in class before class start&lt;br&gt; (2) Interactive In-Class Problems # 10 &amp; 11 Extra Problem # 1</td>
</tr>
<tr>
<td>8</td>
<td>W 10/05</td>
<td><strong>Topic: Chapter 18: Analysis and Interpretation of Financial Statements</strong>&lt;br&gt;<em>Student Learning Outcomes:</em>&lt;br&gt;1. Explain and use the accounting vocabulary at the end of the chapter.&lt;br&gt;2. Distinguish between the five types of financial analysis.&lt;br&gt;3. Perform horizontal and vertical analysis of financial statements.&lt;br&gt;4. Calculate trend percentages and explain its advantages and limitations.&lt;br&gt;5. Explain standards used in ratio analysis.&lt;br&gt;6. Describe the purpose of ratio analysis&lt;br&gt;7. List the five classes of ratios and general purpose of each class of ratio.&lt;br&gt;8. Compute and evaluate the five classes of financial ratios.&lt;br&gt;<em>Assignments:</em> (1) Interactive In-Class Problems # 17 &amp; Extra Problem # 1</td>
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<td>9</td>
<td>W 10/12</td>
<td><strong>Assignments:</strong> (1) Assigned Problem # 3 (C.F.S) due in class before class start&lt;br&gt;EXAM # 2: Ch. 5, 6, 17 &amp; 18 (INCLASS 4:30pm -6:00pm)&lt;br&gt;50 Questions 90 Minutes&lt;br&gt;Office Hours exam day 2:30pm – 4:15pm No office hour after exam</td>
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<td>10</td>
<td>W 10/19</td>
<td><strong>Topic: Chapter 8: Cash</strong>&lt;br&gt;<em>Student Learning Outcomes:</em>&lt;br&gt;1. Explain and use the accounting vocabulary at the end of the chapter.&lt;br&gt;2. Distinguish between cash and cash equivalents.&lt;br&gt;3. List and describe the components of internal and control procedures.&lt;br&gt;4. Explain the purpose of a voucher system and how it works&lt;br&gt;5. Describe the petty cash fund and accounting procedures related to it.&lt;br&gt;6. Prepare bank reconciliation and journalize the relating entries.&lt;br&gt;7. Compute and explain the gross and net methods of recording purchases.&lt;br&gt;8. Explain the two types of credit cards and account for sales from each type.&lt;br&gt;9. Apply internal control to cash receipts and payments.&lt;br&gt;10. Identify ethical dilemmas in an internal control situation.&lt;br&gt;<em>Assignments:</em> (1) Internet Assignment Disney (See Week # 14 on CANVAS for assignment) due in class before class start&lt;br&gt; (2) Interactive In-Class Problems # 2, 5, 7, 12, &amp; 15</td>
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<td>WEEK</td>
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<td>Topics, Chapters, Assignments, &amp; Deadlines</td>
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| 11   | W 10/25 | Topic: Chapter 9: Receivables and Payables  
**Student Learning Outcomes:**  
1. *Explain* and *use* the accounting vocabulary at the end of the chapter.  
2. *Define* and *explain* common terms associated with receivables and payables.  
3. *Outline* ways to avoid bad debt losses.  
4. *Explain* and *calculate* the direct write-off method and its major flaw.  
5. *Describe* and *calculate* the allowance method for bad debt expenses.  
6. *Determine* bad debt expenses using the aging of accounts receivable method.  
7. *Calculate* bad debt expenses using the percentage of sales method.  
8. *Account* for honored and dishonored notes receivables and how to change an account receivable to a note receivable.  
9. *Account* for interest-bearing and non-interest bearing notes.  
10. *Explain* internal controls for receivables & *account* for credit & debit card sales.  

**Assignments:**  
(1) *Assigned* Problem # 4 (B.R) due in class before class start.  
(2) Interactive In-Class Problems # 16, & Extra Problem 1 |
| 12   | T 11/01 | LAST DAY TO FROP/WITHDRAW |
| 12   | W 11/02 | Topic: Chapter 10: Inventory  
**Student Learning Outcomes:**  
1. *Explain* and *use* the accounting vocabulary at the end of the chapter.  
2. *Define* four accounting principles related to inventory.  
3. *Identify* the guidelines for controlling inventory and how does it affect profits.  
4. *Explain* procedures for taking a physical inventory.  
5. *Differentiate* between periodic and perpetual inventory system.  
6. *Account* for perpetual inventory using the four basic costing methods.  
7. *Compare* the effects of the four basic costing methods for valuing inventory.  
8. *Distinguish* between the retail and gross profit methods of valuation.  
9. *Apply* the lower of cost or market (LCM) rules to inventory computation.  
10. *Measure* the effect of inventory errors on the financial statements.  

**Assignments:**  
(1) Interactive In-Class Problems # 4, 17, & Extra Problem # 16 |
| 12   | W 11/02 | Topic: Chapter 11: Property, Equipment, and Other Assets  
**Student Learning Outcomes:**  
1. *Learn* and *use* the accounting vocabulary (Key Terms) at the end of the chapter.  
2. *Account* for assets listed as property and equipment on the balance sheet.  
3. *Distinguish* and *account* for revenue expenditures and capital expenditures.  
4. *Define* and *use* the four methods of accounting for depreciations.  
5. *Explain* how to account for china, glassware, silver, linens, and uniforms.  
6. *Record* disposal of an asset by sale or exchange.  
7. *Describe* and *account* for assets that are listed as intangible assets or other assets on the balance sheet.  

**Assignments:**  
(1) Interactive In-Class Problems # 1, 12 & 15 |
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| 13   | W 11/09| **Topic: Chapter A: Sustainability Financial Reporting and Social Responsibility**  
Student Learning Outcomes:  
1. **Define** sustainability & its impact on economic, environmental and social issues.  
2. **Explain** the benefits to businesses having sustainable business practices  
3. **Describe** the Global Reporting Initiative (GRI) approach to sustainability reporting and evaluate its ability to capture the economic, environmental, and social impacts of an organization.  
4. **Explain**, in general terms, the current sustainability accounting and reporting environment in the U.S. and E.U.  
5. **Explain** and give examples of GAAP guidance (FASB and IASB) related to environmental issues.  
7. **Describe** and discuss best practices for accounting and reporting water usage.  
8. **Evaluate** the criticisms leveled against sustainability reporting and provide either supporting or refuting evidence for these claims.  
Assignments: **(1) Interactive In-Class Extra Problems # 1** |
| 14   | W 11/16| **Topic: Chapter 12: Current Liabilities and Payroll**  
Student Learning Outcomes:  
1. **Explain** and **use** the accounting vocabulary (Key Terms) at the end of the chapter.  
2. **Distinguish** between known, estimated, and contingency liabilities.  
3. **Account** for known, uncertain, and contingency liabilities amounts  
4. **Differentiate** and **account** for notes payable and accounts payable.  
5. **Describe** and **list** the policies and procedures appropriate for payroll systems  
6. **Determine** appropriate internal control for payroll systems.  
7. **Calculate** regular and overtime pay and explain the circumstances under which each is due to staff.  
8. **Journalize** basic payroll transactions and **explain** payroll taxes imposed on American employers.  
9. **Describe** accounting for tipped employees with regards to minimum wages, tip credit, net pay, and overtime pay.  
10. **Calculate** and **account** for property taxes.  
Assignments: **(1) Sustainability Assignment (See Week # 14 on CANVAS for assignment)** due in class before class start  
**(2) Interactive Exercise In-Class Problems # 10, 13, 14, & 17** |
| 15   | W 11/23| THANKSGIVINGS HOLIDAY NO CLASS |
| 16   | W 11/30| ASSIGNMENT: ON SUSTAINABILITY DUE |
| 16   | W 11/30| **POST-TEST 10 QUESTIONS & 10 MINUTES (INCLASS 4:30PM – 4:40PM**  
Written section of Post-Test due at the beginning of class |
| 16   | W 11/30| **EXAM # 3: Ch.  8, 9, 10, 11, 12 & A (IN CLASS 4:40am -6:10)**  
50 Questions 90 Minutes |
| 17   | W 12/07| **EXAM # 4 COMPREHENSIVE OPTIONAL EXAM (14 chapters)** |
“The instructor reserves the right to amend the tentative schedule as deemed necessary.”
“It is your responsibility to keep updated on changes to the syllabus”

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES

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

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

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

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

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

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

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

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES CONT.

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

Disability Accommodations Services - Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

University Policy about Student Observance of Religious Holidays - All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. http://www.fgcu.edu/generalcounsel/files/policies/4.005%20Student%20Observance%20of%20Religious%20Holidays.pdf

Grading Policies and Grading Systems - The grading system at FGCU is described in the FGCU Catalog and is overseen by the Office of Planning and Institutional Performance. (http://www.fgcu.edu/catalog/)
In accordance with Family Educational Rights and Privacy Act, 1974 (FERPA), grades may not be announced in class or displayed in any public view by use of the Student ID number (or social security number) in a paper or electronic format. Electronic display format includes email or a web-based environment such as Canvas.
Retention of Papers, Tests, Student and Class Records - University policy dictates that any materials, hardcopy or electronic, that contribute to the determination of a course grade be maintained by individual faculty for one full academic year after the end of the semester. In addition, departments/programs must maintain all records pertinent to grades for any faculty no longer with the university.

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES CONT.

Eagle Mail - is Florida Gulf Coast University’s student e-mail system. Your FGCU Eagle Mail account MUST be activated. If you are a first time student, you will need your PIN and Student ID, both of which are assigned at registration.
- If you don’t know your PIN, you will need to go to the Registrar's office to retrieve it.
- To activate your account, visit [http://admin.fgcu.edu/IS/applications/studentaccts/activate.asp](http://admin.fgcu.edu/IS/applications/studentaccts/activate.asp).
- The Canvas ([at http://elearning.fgcu.edu](http://elearning.fgcu.edu)) will be used as the primary application for learning and communication. Additional course information may be distributed via Eagle Mail, so make sure you know how to retrieve your Eagle mails, and check it very frequently (*at least once a day*).
- Log in to Canvas at [http://elearning.fgcu.edu](http://elearning.fgcu.edu). You need to use FGCU Eagle Mail account and password to log in.
- Assignments, instructions, and other course information on Canvas are integral components of the course material and are hereby incorporated as part of this syllabus.

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

SECTION 8: UNIVERSITY & SUPPORT RESOURCES

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

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

3. Useful FGCU Resources for Students:
ONLINE: Florida Gulf Coast University Catalog ([http://www.fgcu.edu/catalog/](http://www.fgcu.edu/catalog/))

4. Service-Learning
Information on integrating service-learning into the course and course syllabus is available online at [http://www.fgcu.edu/Connectl](http://www.fgcu.edu/Connectl)

5. Distance-Learning
Information on distance learning courses is available online at [http://itech.fRcu.edu/distance/](http://itech.fRcu.edu/distance/)
6. Online Tutorials
Information on online tutorials to assist students is available online at http://www.fitcu.edu/support/

**SECTION 8: UNIVERSITY & SUPPORT RESOURCES Cont.**

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

8. Library Resources
Main page: http://library.fgcu.edu/
Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm
Research Guides: http://fgcu.libguides.com/
Faculty Support: http://library.fgcu.edu/faculty_index.html

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

10. Protocol for Online Classes
**Respondus Monitor – Remote, Online Exam Monitoring**
In order to protect the integrity of online assessments that are delivered to students off site in a non-proctored location, this course may employ Respondus Monitor technology that will allow for the web-enabled monitoring of exams and quizzes. Students must own a computer device and an associated webcam that meet the minimum requirements of the University’s standard remote monitoring system.
Additional information:
   - Respondus Monitor overview: http://respondus.com/products/monitor/
   - Respondus Monitor Faculty Training and Workshops: TBA

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

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

SECTION 9: SUPPLEMENTAL BOOKS IN THE LIBRARY (OPTIONAL)

Prologue: The meaning of ethics in business and accounting Pages 12-14
Chapter 1: Financial Statements Pages 20-40
Chapter 2 Recording Transactions Pages 61-85
Chapter 7: Bank Reconciliation Pages 279-285

Chapter 3: Financial Statements Analysis Page 71
Chapter 4: Balance Sheet Page 118
Chapter 5: Income Statements Page 171
Chapter 6: Statement of Cash Flow Page 224

Chapter 1: Hotel Revenue Accounting Page 3
Chapter 3: Property and Equipment Page73
Chapter 5: Payroll Accounting Page 117
Chapter 7: Hotel Income Statements Page 235
Chapter 8: Ratio Analysis of Income Statement Page 263
Chapter 9: Hotel Balance Sheet Page 293
Chapter 10: Ratio Analysis of Balance Sheet Page 315
Chapter 11: Statement of Cash Flow Page 333

Chapter 9: Restaurant Accounting Page 235
Chapter 10: Hotel Accounting Page 269
Chapter 11: Internal Control Page 303
Chapter 12: How to read and Analyze Financial Statements Page 321

Chapter 3: Recording Process Page 74
Chapter 4: Adjusting the Accounts Page 110
Chapter 5: Completion of the Accounting Cycle Page 142
Chapter 10: Inventories and Internal Controls Page 298
Chapter 11: Accounts Receivables Page 330

SECTION 9: SUPPLEMENTAL BOOKS IN THE LIBRARY (OPTIONAL)  Cont.

Part 1: Communication Strategies Page 1
Part 2: Business Documents Page 133
Part 3: Writing and Your Career Page 192

Section 1: Business Writing Documents & Elements
Appendix Page 38
Conclusions Page 104
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Tables Page 524
“An optimist is one who sees an opportunity in every difficulty. A pessimist is one who sees difficulty in every opportunity.” - Sir Winston Churchill –
“Excuses are tools for procrastinators”

Requirements for an “A”
Proactive Approach to Learning + Thoughtful Execution = Excellent Performance = “A”

Now let’s Execute & Follow Through….