# 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>11178</td>
</tr>
<tr>
<td>Course Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Semester:</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Department/Program:</td>
<td>School of Resort &amp; Hospitality Management</td>
</tr>
<tr>
<td>Meeting Times/Location:</td>
<td>Mondays’ 8:00 AM – 10:45PM (Room 208)</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 10:45am - 1:45am; W 3:30pm- 4:30pm; W 7:45pm - 8:15pm; R 3:30pm- 4:30pm and R 7:45pm – 8:15pm</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None. However, students who did not take Linear Algebra and Economics will have difficulties comprehending the reading material and assignments. <strong>Good reading and comprehension skills are required to successfully complete this course (for clarification see page # 7 point # 3).</strong></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>
</tbody>
</table>

Ramdeen Ph. D.
SECTION 1: COURSE INFORMATION CONT.

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](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 (PLOs 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>
<tbody>
<tr>
<td>Content/Discipline Knowledge &amp; skills</td>
<td>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.</td>
<td>Exams and Assignments</td>
</tr>
<tr>
<td>ILO1, PLO1</td>
<td></td>
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<tr>
<td>ILO1, PLO1</td>
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<td>ILO1, PLO1</td>
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<tr>
<td>ILO1, PLO1</td>
<td></td>
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<tr>
<td>Communication</td>
<td>8. Apply effective communication skills</td>
<td>Written Projects</td>
</tr>
<tr>
<td>ILO2, PLO 2</td>
<td></td>
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<tr>
<td>Critical/Analytical Thinking</td>
<td>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</td>
<td>Exams and Assignments</td>
</tr>
<tr>
<td>ILO3, PLO3</td>
<td></td>
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<tr>
<td>ILO3, PLO4</td>
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</tbody>
</table>

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

Ramdeen Ph. D. 3HFT 3404, CRN 11178 RH Financial Accounting
A. Course Grading: assigned based on the total number of points earned on the following assignments:

<table>
<thead>
<tr>
<th>GRADE COMPONENT</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
<th>CUMULATIVE TOTAL</th>
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<tbody>
<tr>
<td><strong>INDIVIDUAL ASSIGNMENT</strong></td>
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<td></td>
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<tr>
<td>Quiz # 1 Evaluation (Week # 1: 01/11)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Assignment (D.E.S.) (Week # 3: 01/25)</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Exam # 1 (Week # 5: 02/08)</td>
<td>100</td>
<td></td>
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<tr>
<td>Assigned Problem # 1 (I. S.) (Week # 7: 02/22)</td>
<td>25</td>
<td></td>
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<tr>
<td>Assigned Problem # 2 (B. S.) (Week # 8: 02/29)</td>
<td>35</td>
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<tr>
<td>Assigned Problem # 3 (C. F. S.) (Week # 10: 03/14)</td>
<td>20</td>
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<tr>
<td>Exam # 2 (Week # 10: 03/14)</td>
<td>100</td>
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<tr>
<td>Ethical Assignment (Week # 11: 03/21)</td>
<td>40</td>
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<tr>
<td>Assigned Problem # 4 (B. R.) (Week # 12: 03/28)</td>
<td>15</td>
<td></td>
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<tr>
<td>Internet Assignment (Disney) (Week # 14: 04/11)</td>
<td>35</td>
<td></td>
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</tr>
<tr>
<td>Quiz # 2 Evaluation (Week # 16: 04/25)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam # 3 (Week # 16: 04/25)</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam # 4 Optional ALL Chapters listed on syllabus See page 4 for clarifications (Week # 17: F 7:30 – 9:30).</td>
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<tr>
<td><strong>Total Course Points</strong></td>
<td>500</td>
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</tbody>
</table>

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.

C. CLARIFICATIONS ON EXAMS, QUIZZES & ASSIGNMENTS

(a) Exam #  
1 Chapters: 1, 2, 3, & 4;  
2 Chapters: 5, 6, 17 & 18  
3 Chapters: 8, 9, 10, 11, 12 & 15  
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.
(b) Interactive classroom Exercises are given 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.

(c) Assigned Problems: ALL late assignments will be given zero (0) regardless of reason(s). 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.

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

(e) Writing Assignment: (Minor Report) Please see CANVAS Module week # 3 for more details on the writing assignment. Late written assignment will be given zero (0) regardless of circumstances.

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.

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.

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 skills.

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.

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.

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. STUDENT RESPONSIBILITIES

This course is reading intensive and problem solving. Therefore, students MUST:

1. Read, study, and make notes (see sample notes outlined for each chapter on Canvas under Module), on the assigned chapters in textbook and supplemental books 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. Participate actively in class discussions and interactive exercises.

SECTION 5: CLASSROOM FORMAT, POLICIES, & MANAGEMENT STATEMENT

A. CLASS ROOM FORMAT                      MINUTES
   a) Interactive Lecture/ Discussion        80
   b) Interactive classroom work: i) Critical Thinking  15
   c) BREAK                                 10
   c) Interactive classroom work exercises   60
   Total class time each class period         165

B. CLASSROOM CONDUCT POLICIES
   Class Attendance
   As professional adults who can choose freely between priorities in your lives, class attendance is not required but
   strongly encouraged. Doing so will provide you with an understanding of the course material and its application to
   solving assigned problems as well as provide you with an opportunity to receive clarification of assignment
   specifications. Should you choose not to come to 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;

   Behavior/Attitude: 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.
### SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR FALL 2014

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Due Date</th>
<th>Topics, Chapters, Assignments, &amp; Deadlines</th>
</tr>
</thead>
</table>
| 1    | M 01/11  | **Topic:** Syllabus explained  
**Topic:** Double Entry System (see week # 1)  
**Topic:** Chapter 1: Introduction to Accounting  
**Student Learning Outcomes:**  
1. **Explain** and **use** the accounting vocabulary (Key Terms) at the end of the chapter.  
2. **Describe** the accounting profession and the organizations that govern it.  
3. **Identify** the different types of business organizations.  
4. **Apply** the underlying concepts, assumptions, and principles of accounting.  
5. **Evaluate** the relationship among the four financial statement.  
6. **Differentiate** between cash and accrual accounting.  
7. **Use** the accounting equation to analyze transactions.  
**Assignments:** (1) Read the syllabus and use the Student Learning Outcomes when reviewing the chapters before and after each class session.  
(2) **Make a notion of the dates for EXAMS, and ASSIGNMENTS.**  
(3) Interactive Exercise # 1  
**QUIZ # 1:** 10 M C Questions last 10 Minutes of class (see page 5 for further explanation) |
| 2    | M 01/18  | **MLK HOLIDAY – NO CLASS** |
| 3    | M 01/25  | **Topic:** Chapter 2: Accounting for Business Transaction  
**Student Learning Outcomes:**  
1. **Explain** and **use** the accounting vocabulary (Key Terms) at the end of the chapter.  
2. **Explain** accounts, journals, and ledgers as they relate to recording transaction and classify accounts into major account categories.  
3. **Define** debits and credits and explain the basis of the double entry system.  
4. **Identify** normal balances of commonly used accounts.  
5. **Analyze** transactions using T-accounts.  
6. **Describe** the relationship between general ledger accounts and the chart of accounts.  
7. **Record** transactions in journals, post to the general ledger, then prepare trial balance.  
**Assignments:** (1) Interactive Exercise. # 2  
(2) **Do Problems #15 for class discussion.** |
| 3    | M 01/25  | **Topic:** Chapter 3: Accounting Adjustments  
**Student Learning Outcomes:**  
1. **Explain** and **use** the accounting vocabulary (Key Terms) at the end of the chapter.  
2. **Explain** the need for accounting adjustments.  
3. **Differentiate** between accrual and cash basis accounting.  
4. **Describe** the two major classifications of adjusting entries.  
5. **Used** deferral and accrual to classify adjustments.  
6. **Prepare** and post adjusting journal entries.  
7. **Describe** how failure to make accounting adjustments affects the financial statements.  
**Assignment:** (1) **Written Assignment to Summarize Article on the Double Entry System in Module Week # 3 on Canvas due in class before class start.**  
**Assignments:** (1) Interactive Exercise # 3  
(2) **Do Problems # 11 for class discussion.** |
### SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR FALL 2014 CONT.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Topics, Chapters, Assignments, &amp; Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>M 02/01</td>
<td><strong>Topic: Chapter 4: Completing the Accounting Cycle</strong>&lt;br&gt;<strong>Student Learning Outcomes:</strong>&lt;br&gt;1. Explain and use the accounting vocabulary (Key Terms) at the end of the chapter.&lt;br&gt;2. Explain the steps in the accounting cycle.&lt;br&gt;3. Describe the purpose of the adjusted trial balance and its relationships with the balance sheet, income statement and statement of owners.&lt;br&gt;4. Explain the closing process, and the function of the post-closing trial balance.&lt;br&gt;5. Describe the worksheet and explain its function.&lt;br&gt;6. Prepare the closing entries, income statement, and balance sheet.&lt;br&gt;7. Identify the purpose of reversing entries and explain why they are used&lt;br&gt;<strong>Assignments:</strong> (1) Interactive Exercise # 4&lt;br&gt; (2) Do Problem # 8 for class discussion</td>
</tr>
<tr>
<td>5</td>
<td>M 02/08</td>
<td><strong>EXAM # 1: Chapters 1, 2, 3 &amp; 4 (IN CLASS 8:00am -9:30pm)</strong>&lt;br&gt;<strong>50 Questions 90 Minutes</strong>&lt;br&gt;Office Hours exam day 7:00am – 8:00am &amp; 10:45am – 12:45pm</td>
</tr>
<tr>
<td>6</td>
<td>M 02/15</td>
<td><strong>Topic: Chapter 5: Income Statement</strong>&lt;br&gt;<strong>Student Learning Outcomes:</strong>&lt;br&gt;1. Explain and use the accounting vocabulary at the end of the chapter.&lt;br&gt;2. Identify the purpose of the income statement, its major elements and relationship to the balance sheet.&lt;br&gt;3. Determine when a sale is recorded.&lt;br&gt;4. Describe how to account for allowances, returns, and the cost of goods sold.&lt;br&gt;5. Explain how operational expenses are recorded.&lt;br&gt;6. Calculate and account for gains and losses.&lt;br&gt;7. Describe how earnings per share are calculated and reported.&lt;br&gt;8. Explain the purposes of the uniform system of accounts and its relevance.&lt;br&gt;9. Outline the contents of the income statement and purpose of departmental statement.&lt;br&gt;10. Identify the purpose of information reported on the statement of retained earnings.&lt;br&gt;<strong>Assignments:</strong> (1) Interactive Exercise # 5</td>
</tr>
<tr>
<td>7</td>
<td>M 02/22</td>
<td><strong>Topic: Chapter 6: Balance Sheet</strong>&lt;br&gt;<strong>Student Learning Outcomes:</strong>&lt;br&gt;1. Explain and use the accounting vocabulary at the end of the chapter.&lt;br&gt;2. Explain the purpose of the balance sheet.&lt;br&gt;3. Describe the limitations of the balance sheet.&lt;br&gt;4. Define the various elements presented on the balance sheet.&lt;br&gt;5. Explain the use of foot notes on the balance sheet..&lt;br&gt;6. List the use of the consolidate financial statements&lt;br&gt;7. Prepare the balance sheet from a trial balance with adjusting entries.&lt;br&gt;<strong>Assignments:</strong> (1) Assigned Problem # 12 (I.S) due in class before class start&lt;br&gt; (2) Interactive Exercise # 6</td>
</tr>
</tbody>
</table>
## SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR FALL 2014 CONT.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Topics, Chapters, Assignments, &amp; Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>M 02/29</td>
<td><strong>Topic: Chapter 17: Statement of Cash Flow</strong>&lt;br&gt;<strong>Student Learning Outcomes:</strong>&lt;br&gt;1. Explain and use the accounting vocabulary 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;<strong>Assignments:</strong> (1) Assigned Problem # 15 (B.S) due in class before class start&lt;br&gt;(2) Interactive Exercise # 7</td>
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<td>8</td>
<td>M 02/29</td>
<td><strong>Topic: Chapter 18: Analysis and Interpretation of Financial Statements</strong>&lt;br&gt;<strong>Student Learning Outcomes:</strong>&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;<strong>Assignments:</strong> (1) Interactive Exercise # 8&lt;br&gt;(2) Do Problem # 11 for class discussion</td>
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<td>9</td>
<td>M 03/7</td>
<td>SPRING BREAK 03/07 TO 03/12</td>
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<td>10</td>
<td>M 03/14</td>
<td><strong>Assignments:</strong> (1) Assigned Problem # 9 (C.F.S) due in class before class start&lt;br&gt;<strong>EXAM # 2: Ch. 5, 6, 17 &amp; 18 (INCLASS 11:00am -12:30pm)</strong>&lt;br&gt;50 Questions 90 Minutes&lt;br&gt;Office Hours exam day 7:00am – 8:00am &amp; 10:45am – 12:45pm</td>
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<td>11</td>
<td>M 03/21</td>
<td><strong>Topic: Chapter 8: Cash</strong>&lt;br&gt;<strong>Student Learning Outcomes:</strong>&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;<strong>Assignments:</strong> (1) Ethical dilemma assignment due (Memo Using APA Style). See week # 11 on CANVAS for assignment in class&lt;br&gt;(2) Interactive Exercise # 9</td>
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<td>11</td>
<td>T 03/22</td>
<td>LAST DAY TO DROP/WITHDRAW</td>
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<tr>
<td>WEEK</td>
<td>Date</td>
<td>Topics, Chapters, Assignments, &amp; Deadlines</td>
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| 12   | M 03/28 | **Topic: Chapter 9: Receivables and Payables**  <br> **Student Learning Outcomes:**  <br> 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. Estimate bad debt expenses using the aging of accounts receivable method.  
7. Estimate 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:** Assigned Problem # 15 (B.R) due in class before class start.  
(2) Interactive Exercise # 10  
(3) Do Problems # 13 for class discussion |
| 13   | M 04/04 | **Topic: Chapter 10: Inventory**  <br> **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 Exercise # 11  
(2) Do Problems # 14 & 16 (see CANVAS for 16 ) |
| 13   | M 04/04 | **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.  
8. Report plant asset transactions on the statement of cash flows  
**Assignments:** (1) Interactive Exercise # 12  
(2) Do Problem # 9 for class discussion |
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<th>WEEK</th>
<th>Date</th>
<th>Topics, Chapters, Assignments, &amp; Deadlines</th>
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| 14   | M 04/11| 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) Internet Assignment Disney (See Week # 14 on CANVAS for assignment) due in class before class start  |
|      |        | (2) Interactive Exercise # 13  
      | (3) Do Problems # 10, 11, 14, & 15 for class discussion |
| 15   | M 04/18| Topic: Chapter 15 : Long-Term Liabilities, Bonds, Leases, and Mortgages Payables  |
|      |        | Student Learning Outcomes:  
      | 1. Explain and use the accounting vocabulary (Key Terms) at the end of the chapter.  |
|      |        | 2. List the types of bonds and describe the advantages and disadvantages of bond financing.  |
|      |        | 3. Account for bond issues and for bond sales between interest payment dates.  |
|      |        | 4. Calculate and explain how to make year-end adjusting entries for bond payable.  |
|      |        | 5. Compute and explain the effective interest rate method of bond amortization.  |
|      |        | 6. Measure interest expense on bonds using the straight-line amortization method.  |
|      |        | 7. Describe how to account for sinking funds, convertible bonds and retirement bonds.  |
|      |        | 9. Account for retirement bonds, leases, pensions, and mortgages payables  |
|      |        | Assignments: (1) Interactive Exercise # 14  
      | (2) Do Problems # 13 and 14 for class discussion |
| 16   | M 04/25| POST-TEST 10 QUESTIONS & 10 MINUTES (INCLASS 8:00AM – 8:10AM)  
       | Written section of Post-Test due at the beginning of class |
| 16   | M 04/25| EXAM # 3: Ch. 8, 9, 10, 11, 12 & 15 (IN CLASS 8:10am -9:40)  
       | 50 Questions 90 Minutes |
| 17   | F 04/29| EXAM # 4 COMPREHENSIVE OPTIONAL EXAM (14 chapters)  
       | 50 Questions 90 Minutes (INCLASS 7:30AM – 9:30 AM) |
“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” on page 11, and “Policies and Procedures” sections on pages 18 - 24. 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.

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 contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239 - 590 - 7956 or TTY 239 - 590 - 7930

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](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/](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 Angel.

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.

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
   Please see academics on FGCU home page.

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:
   ONLINE: Florida Gulf Coast University Catalog (http://www.fgcu.edu/catalog/)
   ONLINE: Florida Gulf Coast University Student Guide Book (http://studentservices.fgcu.edu/JudicialAffairs/)
   ONLINE: Florida Gulf Coast University Code of Conduct (http://studentservices.fgcu.edu/JudicialAffairs/)

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

5. Distance-Learning
   Information on distance learning courses is available online at http://itech.fgcu.edu/distance/

6. Online Tutorials
   Information on online tutorials to assist students is available online at http://www.fitcu.edu/support/

8. Library Resources
   Main page: http://library.fgcu.edu/
   Contact Us: http://library.fgcu.edu/LBS/about/contactus.htm

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.
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 Page 73
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

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
   Figures Page 208
   Introduction Page 284
   Tables Page 524
Section 2: Correspondence
   Letters Page 305
   Memos Page 325
“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….