The University of Texas Rio Grande Valley
Robert C. Vackar College of Business and Entrepreneurship
School of Accountancy

Introduction to Financial Accounting (ACCT 2301-91L)
Summer I 2020
From June 1st, 2020 to July 7th, 2020
ONLINE

Fair Warnings
This course requires:

• Mandatory asynchronous virtual attendance to supplemental instruction sessions.
• All exams require LockDown Browser and are proctored via Respondus Monitor.
• A reliable internet connection, web cam and microphone are required.
• Textbook and publisher access Connect code by Wednesday June 3rd, 2020.

Instructor Contact Information
Andres Bello, BBA, MBA, MACC, Ph.D.
BUSA 226C
956-665-3385
andres.bello01@utrgv.edu

Office Hours: Virtual/email/WhatsApp

Preamble
The first day of class, we enter a contractual relationship underlined by mutual respect. From my end, that means I have the responsibility to be well-prepared for all lectures, fair in grading all assignments, and making reasonable arrangements to be available for out-of-class consultations. Similarly, each student is expected to demonstrate the highest level of personal responsibility and commitment by being present (and on time) for all lectures, conscientiously study all course materials, and complete all assignments ON TIME. Understanding of financial statements is an essential skill to become a business leader and for decision making. Beyond mere bookkeeping you will be challenged to develop critical thinking. This syllabus constitutes a contract; continuance in the class following receipt of this syllabus demonstrates your agreement to abide by its provisions under the “intent of the parties” principle. You are responsible for knowing the syllabus’s contents and abiding by its policies

Course Description and Goals
Catalogue Description
This course emphasizes the preparation of financial reports for, and their use by, external constituents.
Course Specifics Objectives

This course is an introduction to financial accounting; basic principles of accounting environment and accounting practice are introduced. The course provides a foundation for students planning to pursue advanced studies in this field by discussing the accounting environment, the accounting model, business transactions analysis, financial statements preparation and analysis. The course emphasizes the preparation of financial reports for, and their use by, external constituents, procedures on financial data accumulation, their classification, and transformation into an adequate format for public release will be conducted.

After successfully completing this course, a student should be able to:

a) Identify the assumptions, principles, and constraints of the accounting environment
b) Account for simple financial transactions affecting assets, liabilities, stockholder’s equity, revenue, and expense accounts of an entity.
c) Prepare simple journal entries, post them, prepare trial balance, make adjusting entries, and prepare adjusted trial balance. income statements and balance sheets.
d) Account for Cash, Receivables, Inventories, Payables and Liabilities, Fixed Assets, Bonds, and Common Stocks.
e) Prepare Simple Cash Flow Statements.

Prerequisites

BBA degrees require that this course be passed with a 'C' or better. Prerequisites: MATH 1314, MATH 1414, MATH 1324, or MATH 1325.

A minimum proficiency using Microsoft Excel and financial calculators is required. The background mentioned above should suffice in helping you to answer problems in concepts related to financial accounting. Beyond the theoretical background this course is quantitative in nature; thus, you should be able to solve numerical problems.

Textbook and/or Resource Materials

This course uses a textbook plus an online homework/quiz/exam tool called Connect. There is 14 days of free temporary access available. You do not need to buy the code to start working on your assignments (quizzes and homework); however, the free trial will expire, and purchase will be required to continue.

ACCT 2301
ISBN: 9781260714630
LSC UNIV OF TEXAS RIO GRANDE VALLEY COMBO LL FUND FINCL ACCTG; ACCT 2301 CONNECT
Net Price: $110
Digital Option: $90 – purchased directly from the course
1 year duration
Direct to Student Link to purchase package

Calculator: A business or statistical calculator is required (Texas Instruments BAII Plus recommended).

Course Sites and Auxiliary Resources

NOTICE: Your enrollment in this course requires that you use Respondus Lockdown Browser and Respondus Monitor for online assessment proctoring. LockDown Browser is a custom browser that locks down the testing environment within Blackboard and replaces regular browsers such as Chrome, Firefox, and Safari. Respondus Monitor requires you to have a webcam and microphone as it will record you while taking your assessment. YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S). THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY. You can find more detailed information on Lockdown Browser and Monitor at UTRGV.edu/online.

This is a web and app augmented course and course materials and assessments will be accessed through Blackboard Learn. Please check this course site frequently, as new announcements, course documents, and activities will be added. Additionally, lectures, SmartBook, homework and quizzes will be assigned through Connect, and accessed through Blackboard Learn. (see registration instructions at the end of syllabus)

Given the fast nature of a summer course (6-week) and the need to streamline communications with your professor and supplemental instructor, you will be assigned and required to join a WhatsApp group. The link will be provided in the first day of class.

Optional multimedia material suggested during the course may contain profanity, nudity, adult situations, and violent images. Some viewers may find this disturbing; viewer discretion is advised. It is the student responsibility to screen the multimedia material warnings and consciously decide whether to access the material.

Enron: The Smartest Guys in the Room
80% Match 2005 R 1h 49m
This documentary takes a behind-the-scenes look at the powerful energy company whose downfall forever changed the landscape of the business world.

Starring: Peter Coyote, John Beard, Jim Chanos, Dick Cheney, Carol Coale
Director: Alex Gibney
Genres: Documentaries, Social & Cultural Docs
Recording of classroom lecture by students with disabilities

As per the Americans with Disability Act (ADA) and ADA Amendments Act, institutions of higher education are mandated to ensure reasonable accommodations for students with disabilities. One such accommodation is taping of classroom lectures for certain students, who need an audio reinforcement, to comprehend class lectures or in lieu of a note-taker in the class.

Students who have been granted this accommodation shall sign the following statement, acknowledging the rights and responsibilities associated with this accommodation. The recordings will be used exclusively for private study and will not be shared or sold to others. Students are expected to destroy or delete audio files at the end of the semester. A violation of this agreement may result in the accommodation to be withdrawn.

Students who have a qualifying disability that limits their independence have the right to record class lectures for their personal study only. Lectures recorded for this reason may not be shared with other people without the consent of the lecturer. Recorded lectures may not be used in any way against the faculty member, other lecturers or students whose classroom comments are recorded as a part of the class activity. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without identifying and giving proper credit to the lecturer. The agreement (Appendix A) must be signed by the student before lecturers can be recorded.

Teaching Methods

This class will be primarily based on lectures by the professor. Notwithstanding, discussions are encouraged in a climate of academic tolerance and respect. You are welcomed to responsibly exercise your freedom of speech and challenge your classmates and professor, but also be prepared to be exhaustively challenged.

All assignments are individual (Please do not test my ability in detecting plagiarism). Assignments from the textbook, along with homework problems and internet searches will also be used to help students better understand the material.

Class Preparation and Participation

I expect you to virtually attend every class, arrive on time and participate. A quantitative course is normally rigorous, hence, being engaged and timely deliver your assignments ensures you do not miss any important information that could be on the midterms and/or final exam. We will communicate via email, Blackboard announcements and our WhatsApp course group.

Learning Assistance Center/ Supplemental Instruction

The School of Accountancy, Learning Assistance Center, and the VCOBE Dean’s Office implemented a new modality for supplemental instruction. Performance Based Supplemental instruction, PBSI, requires ALL students to attend supplemental instruction sessions (each at least 1 hour) before each exam. You can virtually attend any of any of the 4 weekly supplemental instruction sessions.
Performance Measures and Rewards

Assessments are listed in the recommended order for learning best practices. All assignments except official exams are available on June 1st, 2020.

Lectures (formative assessment)

Lectures provide videos reviewing key material and objectives, they should be attempted after a throughout reading of the chapter textbook. These tasks involve:

- a) Students will watch all the assigned videos covering the content and objectives for each chapter.
- b) After each video, students will answer the questions to assess their understanding
- c) Student will obtain a grade for the overall lecture.
- d) Student have unlimited attempts to master these activities until the deadline date.
- e) Each lecture is worth 0.25% of your overall grade.
- f) The total impact of these tasks in your overall grade is 3.00% (12 chapters x 0.25%).

LearnSmart (formative assessment)

LearnSmart is an interactive study tool that adaptively assesses students’ skill and knowledge levels to track which topics students have mastered and which require further instruction and practice. Based upon student progress, it then adjusts the learning content based on their knowledge strengths and weaknesses, as well as their confidence level around that knowledge. These tasks involve:

- a) On average a well-prepared student should take about 20 minutes to complete each assignment.
- b) Student have unlimited attempts to master these activities until the deadline date.
- c) Each lecture is worth 0.25% of your overall grade.
- d) The total impact of these tasks in your overall grade is 3.00% (12 chapters x 0.25%).

Homework (formative assessment)

Homework will be assigned weekly and it will pertain to material covered during that week. Homework requires applied knowledge, e.g., calculation problems and/or applying GAAP to transactions. These tasks involve:

- a) The tasks are lengthy and will require several hours for completion.
- b) Student have unlimited attempts to master these activities until the deadline date.
- c) Each homework is worth 0.30% of your overall grade.
- d) The total impact of these tasks in your overall grade is 3.6% (12 chapters x 0.30%).

Quizzes (semi-summative assessment)

Quizzes will be assigned weekly and it will pertain to material covered during that week. Quizzes requires theoretical and applied knowledge. These tasks involve:

- a) The tasks are lengthy and will require several hours for completion.
- b) Student have TWO attempts to master these activities until the deadline date.
- c) Each quiz is worth 0.45% of your overall grade.
d) The total impact of these tasks in your overall grade is 5.40% (12 chapters x 0.45%).

**Mock Tests (summative self-assessment)**

I will provide mock tests before each exam. The mock tests are NOT intended to become a question bank NOR limit the material in the official exams. The only goals are:

a) Prepare and test your computer or iPad for the official test by installing LockDown Browser and test your web camera and microphone.

b) Familiarize with the system and potential questions on the official Exam.

c) Student have unlimited attempts until the deadline (usually the day before the official exam)

d) I will distribute the mock test to our Supplemental Instructors for review.

e) The mock tests may include, or not, theoretical, and quantitative questions. Regardless, you are responsible in preparing to answer any kind of questions.

f) Mock tests are not part of your course grade.

**Exams (Summative Assessment)**

Five (5) exams are designed to cover blocks of lectured material. The exams act as a check point of the learning process. You are strongly encouraged to take all exams and turn in all your homework assignments on time and in a professional manner.

a) Students will only have one attempt in each Exam at the date and time specified in this syllabus (no exceptions). Exams I through IV are scheduled for Wednesdays, and Exam V for a Tuesday.

b) Student can start/attempt the exam anytime within the exam window (from 3pm to 6pm CST). Exam contain 35 questions and an allotted time of 75 minutes.

c) Exams required LockDown Browser and Responds Monitor (no exceptions).

d) No notes, books, coats, backpacks, smartphones, iPad, earbuds, additional laptops/desktops etc. are to be at your desk during the examinations.

e) You can use a calculator.

f) Formulas will be provided in advance for each exam.

g) Any student who obtains a score of 79.49 ("C") or less must schedule a meeting with the professor immediately after the grade distribution. I am committed to helping you learn and excel; thus, you are required to take advantage of the resources UTRGV provides for your success.

h) In the unlikely event a student fails the 5 exams (with a grade lower than 70 in each one) and manages to achieve a 70 and above in the overall course by means of the average of the homework and assignments, will not be granted a C in the course but instead a D. Consistency and commitment through the entire semester are required.

Late assignments **will NEVER be accepted**. If you need help, do not hesitate to ask me during my office hours or appointments. You should view the assignments as part of your preparation for the exams. Your lecture/LearnSmart/homework/quizzes score will be calculated as the average of the assignments.
Grading Policy and Structure

The class grade is determined as follows:

- Exam I (ch1-ch2) 15.0%
- Exam II (ch3-ch4) 15.0%
- Exam III (ch5-ch6-ch7) 20.0%
- Exam IV (ch8-ch9-ch10) 20.0%
- Exam V (ch11-ch12) 15.0%
- Lecture, LearnSmart, Homework and Quizzes 15.0%

* Students missing any test will be automatically dropped from the course, no exceptions.

Grading Structures

The cutoffs for the A-F grading system are given by:

- 90.00 – 100.0 → A
- 80.00 – 89.99 → B
- 70.00 – 79.99 → C
- 60.00 – 69.99 → D
- Less than 60.00 → F

Make-Up Policy

The dates of each exam are provided below in the tentative schedule. Please make the required arrangements to be on-time. **There will be NO makeup exams.** In case the student has a legitimate reason for missing an exam, the student will have to provide the instructor with *verifiable official documentation* in which the reason must be clearly and explicitly stated to be related to the missing exam before a different version of the missed exam might be given to the student.

Robert C. Vackar College of Business and Entrepreneurship Learning Goals and Mission

The Robert C. Vackar College of Business and Entrepreneurship has adopted the following learning goals and objectives that each student should achieve while in degree program. Not all goals and objectives are covered in each course; however, all objectives should be addressed throughout the degree program.

<table>
<thead>
<tr>
<th>BBA Learning Goals</th>
<th>This course contributes to the following College of Business administration and Entrepreneurship learning goals:</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Demonstrate foundational knowledge of functional areas concepts and theories. | X | Formative: Lecture/Homework/Quiz  
Summative: Exam |
<table>
<thead>
<tr>
<th>Major Learning Goals</th>
<th>This course contributes to the following School of Accountancy learning objectives</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Accounting functional area concepts and theories.                                   | X                                                                                 | Formative: Lecture/Homework/Quiz
Summative: Exam                                                                       |
| Accountant’s ethical responsibility.                                                | X                                                                                 | Formative: Lecture/Homework/Quiz
Summative: Exam                                                                       |
| Effective business decision-making skills                                           | X                                                                                 | Formative: Lecture/Homework/Quiz
Summative: Exam                                                                       |

**Course Specific Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Course Specific Student Learning Outcomes</th>
<th>This course contributes to the following discipline-based learning objectives.</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Accounting Theory and Professional Issues. Identification of primary user of        | X                                                                                 | Formative: Lecture/Homework/Quiz
accounting information, objectives of accounting, role of                           |                                                                                   | Summative: Exam                                                                 |

Our mission is to be the agent of innovation, knowledge discovery, and economic
development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum
informed by experiential learning, high quality research, and community partnerships. Your
mastery of these learning goals and objectives help us to achieve this mission.

**School of Accountancy Student Learning Outcomes**

The School of Accountancy pursuing a higher academic standard has set the following
learning objectives that each student should achieve while in the major.
<table>
<thead>
<tr>
<th>Topic</th>
<th>X</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, contemporary ethical issues</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Identification of the sources, and evaluation of domestic and internal GAAP</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Accounting Practice (Recognition and Measurement). Identification of basic recognition and measurement issues, for Liabilities and Equity, detailed recognition of and measurements for Assets.</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Accounting Practice (Recognition and Measurement). Identification of basic recognition and measurement issues, for Liabilities and Equity, detailed recognition of and measurements for Assets.</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Identification of accounting problems (i.e. basic recognition and measurement issues for Liabilities and Equity, detailed Assets.</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Identification of the relevant principles and guidance</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Interpretation and application of the principles and guidance</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Accounting Practice (Presentation) Prepare specific general-purpose financial statements in proper form: Income Statement, balance sheet, retained earnings statement, contents of cash flow statement</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Accounting Practice (Analysis and Interpretation): Identify basic categories of ratios (aspect of basic financial statement analysis)</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Identify and define (elements) of appropriate ratios</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Compute and interpret ratios</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
<tr>
<td>Confidence feedback: Participation in tasks assigned during class</td>
<td>X</td>
<td>Formative: Lecture/Homework/Quiz, Summative: Exam</td>
</tr>
</tbody>
</table>
Sustainability Learning Objectives

Quality of Education (UN Goals for Sustainable Development #4)
1. The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs.
2. The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship.

Decent Work and Economic Growth (UN Goals for Sustainable Development #8)
1. The learner understands the relation between employment and economic growth and knows about other moderating factors like a growing labor force or new technologies that substitute jobs.
2. The learner is able to identify their individual rights and clarify their needs and values related to work.
3. The learner is able to develop and evaluate ideas for sustainability-driven innovation and entrepreneurship.

Peace, Justice and Strong Institutions (UN Goals for Sustainable Development #16)
1. The learner understands concepts of justice, inclusion and peace and their relationship to law.
2. The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption.
3. The learner is able to debate local and global issues of peace, justice, inclusion and strong institutions.
4. The learner is able to become an agent of change in local decision-making, speaking up against injustice.

STUDENTS WITH DISABILITIES
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) for additional information. In order for accommodation requests to be considered for approval, the student is responsible for providing sufficient documentation of the disability to SAS and participating in an interactive discussion with SAS staff. Accommodations may be requested at any time but are not retroactive. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.
Pregnancy, Pregnancy-related, and Parenting
Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes
discrimination based on pregnancy, marital status, or parental status. Students seeking
accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably
immediate postpartum period) are encouraged to contact Student Accessibility Services for
additional information and to request accommodations.

Student Accessibility Services:

**Brownsville Campus**: Student Accessibility Services is located in 1.107 in the Music and Learning
Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at
ability@utrgv.edu.

**Edinburg Campus**: Student Accessibility Services is located in 108 University Center (EUCTR) and can
be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your
UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions.
Students who complete their evaluations will have priority access to their grades. Online evaluations
will be available on or about:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>June 10-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>August 5-11</td>
</tr>
<tr>
<td>Full Summer Semester</td>
<td>June 29-July 6</td>
</tr>
</tbody>
</table>

SCHOLASTIC DISHONESTY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded
that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the
possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes
but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for
credit of any work or materials that are attributable in whole or in part to another person; taking an
examination for another person; any act designed to give unfair advantage to a student; or the
attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the
integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of
Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT and MANDATORY REPORTING:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVA VP@utrgv.edu.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400</td>
<td>ESWKH 101</td>
</tr>
</tbody>
</table>
ATTENDANCE:

Students are expected to virtually attend ALL scheduled lectures/classes and WILL be dropped from the course for excessive absences/missed assignments/missed exams. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**Important:** At the census date (Thursday June 4th, 2020) I will report absent any student who has not deliver the “introduce yourself” assignment and/or not enrolled in Connect. Online attempts of quizzes and/or homework do constitute attendance online courses. Lack of attendance during this period will result in academic and financial aid holds, and potential recoupment of any disbursed fund.

Please notice that failure to formally withdraw from the course will result in a letter grade posted to your official college transcript, which is your accumulated grade after assigning zeros (0’s) to any incomplete assignment or tests at the end of the semester. Failure to withdrawn will result in “F” in the overall course.

**FAQ**

a) There is not grade curving nor extra credit in any my courses.
b) I do not “drop” any Exam.
c) Punctuality is required, there are not extensions.
d) There are not points for “trying”.
e) I do not see my grade in Blackboard, but it is in Connect. No worries. My gradebook is updated directly from Connect.

f) Any disagreement or conflict will be resolved following a Chain of Command structure:
   1. Student -> SI -> Instructor -> SoA Assistant Director -> SoA Interim Director -> VCOBE Associate Dean -> VCOBE Dean

   g) Do I have to attend supplemental instruction? Best practice “YES” the only way you can ask questions; however, in our Syllabus asynchronous means you do NOT have to be at a determined time in the session and virtually means your physical presence is not required. There will be 4 weekly sessions, 1 scheduled after hours, the supplemental instructions will be recorded, but you still must watch them.

   h) All assignments are due on Sunday 11:59pm CST? Yes, but it does not mean you have to start your assignments on Sunday. They are available since the first day of class time management is crucial for success.

   i) The syllabus says ON TIME and PUNCTUALITY; this means to deliver assignments on the date and time they are due.

   j) I work at the time of the exams or I have an accessibility letter? Contact me directly for arrangements.

   k) Do I need the code for this class? YES

   l) How do I get the $90 deal? Buy your eBook and Code using:

   https://connect.mheducation.com/class/a-bello-acct-2301-summer-i-2020
student registration information
course
ACCT 2301 Fundamentals of Financial Accounting
with LearnSmart

Instructor
Andres Bello

section
ACCT 2301 Summer I 2020

registration dates
06/01/20 - 05/05/20

online registration instructions
Go to the following web address and click the "register now" button.

https://connect.mheducation.com/class/a-bello-acct-2301-summer-i-2020

This is a unique address for ACCT 2301 Summer I 2020

Having trouble registering?
DOWNLOAD AND INSTALL LOCKDOWN BROWSER

Some faculty require the use of Respondus LockDown Browser for exams and quizzes.

1. Login to Blackboard
2. Navigate to the Student Support Tab
3. Click on your version (Windows or Mac) of the LockDown Browser from Student Resources
4. Click Install Now to download the installer
5. Follow the on-screen instructions to complete the install.

To take your exam:
1. Launch the Lockdown Browser from your computer.
2. Select ‘Blackboard Learn - UTRGV’ from the dropdown window.
3. Login with your myUTRGV credentials.
4. Navigate to your exam and click begin.

The University of Texas at Brownsville and Rio Grande Valley
Center for Online Learning & Teaching Technology

Brownsville Campus
Office: Casa Bella (DCASA) 61
Phone: 956.882.4702
Fax: 956.882.4700
utrgv.edu/cotthelp1

Edinburg Campus
Office: Education Complex (EDUC) 2.202
Phone: 956.665.5327
Fax: 956.665.5275
utrgv.edu/cotthelp1
<table>
<thead>
<tr>
<th>Items (McGraw-Hill)</th>
<th>Formative Assessment</th>
<th>LAC Support</th>
<th>Summative Assessment</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
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Specific Learnings Objectives

Chapter 1
LO 1-1 Describe various organizational forms and business decision makers.
LO 1-2 Describe the purpose, structure, and content of the four basic financial statements.
LO 1-3 Explain how financial statements are used by decision makers.
LO 1-4 Describe factors that contribute to useful financial information.
LO 1-S1 Describe examples where accounting helps in pursuing other business careers.
LO 1-S2 Describe the decision to become a public company and explain the implications for accounting.

Chapter 2
LO 02-01 Identify financial effects of common business activities that affect the balance sheet.
LO 02-02 Apply transaction analysis to accounting transactions.
LO 02-03 Use journal entries and T-accounts to show how transactions affect the balance sheet.
LO 02-03 Use journal entries and T-accounts to show how transactions affect the balance sheet.
LO 02-05 Interpret the balance sheet using the current ratio and an understanding of related concepts.

Chapter 3
LO 3-1 Describe common operating transactions and select appropriate income statement account titles.
LO 3-2 Explain and apply the revenue and expense recognition principles.
LO 3-3 Analyze, record, and summarize the effects of operating transactions using the accounting equation, journal entries, and T-accounts.
LO 3-4 Prepare an unadjusted trial balance.
LO 3-5 Evaluate net profit margin but beware of income statement limitations.

Chapter 4
LO 4-1 Explain why adjustments are needed.
LO 4-2 Prepare adjustments needed at the end of the period.
LO 4-3 Prepare an adjusted trial balance.
LO 4-4 Prepare financial statements.
LO 4-5 Explain the closing process.
LO 4-6 Explain how adjustments affect financial results.

Chapter 5
LO 5-1 Define fraud and internal control.
LO 5-2 Explain common principles and limitations of internal control.
LO 5-3 Apply internal control principles to cash receipts and payments.
LO 5-4 Perform the key control of reconciling cash to bank statements.

Chapter 6
LO 6-1 Distinguish between service and merchandising operations.
LO 6-2 Explain the differences between periodic and perpetual inventory systems.
LO 6-3 Analyze purchase transactions under a perpetual inventory system.
LO 6-4 Analyze sales transactions under a perpetual inventory system.
LO 6-5 Analyze sales of bundled items under a perpetual inventory system.
LO 6-6 Prepare and analyze a merchandiser’s multistep income statement.
LO 6-S1 Record purchase and sales discounts under a perpetual inventory system.
LO 6-S2 Record inventory transactions in a periodic system.
Chapter 7
LO 7-1 Describe the issues in managing different types of inventory.
LO 7-2 Explain how to report inventory and cost of goods sold.
LO 7-3 Compute costs using four inventory costing methods.
LO 7-4 Report inventory at the lower of cost or market/net realizable value.
LO 7-5 Evaluate inventory management by computing and interpreting the inventory turnover ratio.
LO 7-6 Compute inventory costs in perpetual systems.
LO 7-7 Determine the effects of inventory errors.

Chapter 8
LO 8-1 Describe the trade-offs of extending credit.
LO 8-2 Estimate and report the effects of uncollectible accounts.
LO 8-3 Compute and report interest on notes receivable.
LO 8-4 Compute and interpret the receivables turnover ratio.
LO 8-5 Record bad debts using the direct write-off method.

Chapter 9
LO 9-1 Define, classify, and explain the nature of long-lived assets.
LO 9-2 Apply the cost principle to the acquisition of long-lived assets.
LO 9-3 Apply various depreciation methods as economic benefits are used up over time.
LO 9-4 Explain the effect of asset impairment on the financial statements.
LO 9-5 Analyze the disposal of long-lived tangible assets.
LO 9-6 Analyze the acquisition, use, and disposal of long-lived intangible assets.
LO 9-7 Interpret the fixed asset turnover ratio.
LO 9-8 Describe factors to consider when comparing companies’ long-lived assets.

Chapter 10
LO 10-1 Explain the role of liabilities in financing a business.
LO 10-2 Explain how to account for common types of current liabilities.
LO 10-3 Analyze and record bond liability transactions.
LO 10-4 Describe how to account for contingent liabilities.
LO 10-5 Calculate and interpret the debt-to-assets ratio and the times interest earned ratio.
LO 10-6 Use straight-line bond amortization.
LO 10-7 Use effective-interest bond amortization.

Chapter 11
LO 11-1 Explain the role of stock in financing a corporation.
LO 11-2 Explain and analyze common stock transactions.
LO 11-3 Explain and analyze cash dividends, stock dividends, and stock split transactions.
LO 11-4 Describe the characteristics of preferred stock and analyze transactions affecting preferred stock.
LO 11-5 Analyze the earnings per share (EPS), return on equity (ROE), and price/earnings (P/E) ratios.
LO 11-6 Account for owners’ equity in other forms of business.
LO 11-7 Record journal entries for large and small stock dividends.

Chapter 12
LO 12-1 Identify cash flows arising from operating, investing, and financing activities.
LO 12-2 Report cash flows from operating activities, using the indirect method.
LO 12-3 Report cash flows from investing activities.
LO 12-4 Report cash flows from financing activities.
LO 12-S Interpret cash flows from operating, investing, and financing activities.
LO 12-6 Report and interpret cash flows from operating activities, using the direct method.
LO 12-S1 Report cash flows from PPE disposals using the indirect method.
LO 12-S2 Use the T-account approach for preparing an indirect method statement of cash flows.