INSTRUCTOR: Alice Upshaw, MPA, CPA, CMA

OFFICE & PHONE: Classroom Center (CC) 222B & (806) 651-2511

EMAIL: aupshaw@wtamu.edu (or use WTClass course mail)

OFFICE HOURS: Monday 1 p.m. to 2:30 p.m. and 3:45 p.m. to 4:45 p.m.
Tuesday 12:30 p.m. to 4:00 p.m.
Wednesday 1 p.m. to 2:30 p.m. and 3:45 p.m. to 4:15 p.m.
Thursday 3:25 p.m. to 4:25 p.m.
other times by appointment

TEXT: Intermediate Accounting, Thirteenth Edition: Kieso Weygandt Warfield

TEXT LINK: http://bcs.wiley.com/he-bcs/Books?action=index&bcsId=4881&itemId=0470374942

Valuable resources, such as PowerPoint® presentations, Excel® templates, self-tests, and IFRS Supplements for each chapter, are accessible through this link.

CLASS LINK: https://wtclass.wtamu.edu/default.asp
Refer to this location to view announcements, handouts, and various resources. It is recommended that students log on daily.

Terms of Use
A student’s continued enrollment in this course signifies acknowledgment of and agreement with the statements, disclaimers, policies, and procedures outlined within this syllabus and elsewhere in the WTClass environment. This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the instructor. Last updated January 10, 2012

WTAMU College of Business (COB) Mission Statement

The mission of the College of Business is to provide high quality undergraduate and graduate business education with a global perspective and ethical awareness. We accomplish this through emphasis on excellence in teaching, which is strengthened by faculty scholarship and supported by professional service.
Course Description
Emphasis is placed on both accounting theory and practice. Ethical considerations in the profession of accounting are discussed on the entity and international levels. Intermediate Accounting II addresses the following financial accounting topics:
- current liabilities and contingencies
- long-term liabilities
- stockholders’ equity, dilutive securities and earnings per share
- investments
- revenue recognition
- accounting for income taxes
- accounting for pensions and postretirement benefits
- accounting for leases
- accounting changes and error analysis
- the statement of cash flows
- disclosure in financial reporting

Course Materials
Students are expected to bring a basic four-function calculator and the textbook to every class. Business calculators or graphing calculators are permissible but not required.

Learning Goals of the BBA Program
The College of Business at West Texas A&M University seeks to prepare students in the BBA degree program for careers in business and to foster their professional growth and advancement via the key learning goals. Each learning goal is accompanied by an operational definition for the goal.
- **Goal 1: Communication**: Graduates of the BBA program will be effective communicators.
- **Goal 2: Critical Thinking**: Graduates of the BBA program will be critical thinkers.
- **Goal 3: Business Environment**: Graduates of the BBA program will be knowledgeable of ethical, global, and social environmental factors and how they relate to business decisions.
- **Goal 4: Functional Business Analyses and Applications**: Graduates of the BBA program will be knowledgeable in the functional areas of business and their integration.

Course Objectives
Intermediate Accounting II is designed to assist the accounting student to
1. understand financial accounting principles sufficiently to solve problems at the level tested on the Uniform Certified Public Accountant (CPA) Exam,
2. read, understand, and communicate material written on a professional level,
3. analyze financial statements and demonstrate competency in communicating conclusions in the form of written memos and reports, and
4. synthesize ethical considerations with accounting principles, with emphasis on the ethics of professional accountants and of those responsible for corporate governance.

©2011-12 Alice A. Upshaw, MPA, CPA, CMA. All rights reserved.
Map from COB Learning Goals to Objectives for this Course

Goal 1: Communication
The learning goal of competency in communication skills is met within the context of the wide variety of course assignments made throughout the semester. In class students are encouraged to frame and verbally articulate questions related to the financial accounting topics covered. Selected written assignments are assessed by the instructor using both the Critical Thinking Skills Assessment Form and the Writing Skills Assessment Form, as adopted by the College of Business. In addition to assessing whether students sufficiently identify, evaluate, analyze, and arrive at appropriate conclusions, the instructor provides feedback to each student regarding content, organization, and language skills. Competency in communication skills relates directly to Course Objectives 2 and 3.

Goal 2: Critical Thinking
Students will be given opportunities to demonstrate competency in thinking critically and analyzing various issues in financial accounting. Explicit learning outcomes are to: (1) Identify issues of recording and disclosing liabilities and contingencies; (2) Understand and apply appropriate accounting principles related to stockholders’ equity; (3) Understand and apply concepts of revenue recognition; (4) Understand issues of accounting, reporting, and disclosing transactions related to investments, income taxes, pensions, and leases; (5) Understand accounting issues related to analyzing and correcting errors in financial statements; and (6) Understand the preparation and use of statements of cash flows. Students are encouraged to not only memorize facts but also to understand how to apply accounting principles in various situations, with particular focus on potential ethical impact. The instructor’s lectures, as well as the assignments to be completed by each student, encourage development of analytical skills. Underlying all issues is the awareness and application of accounting principles guided by professional and ethical judgment. The learning goal of developing critical thinking skills relates to all four Course Objectives.

Goal 3: Business Environment
Infused throughout the course are discussions of ethical considerations in financial accounting and reporting. Comprehension of domestic and global issues is developed through various assignments and class discussions. The accounting profession is currently in an evolutionary phase which reflects the global nature of business. In anticipation of the adoption by U.S. publicly-traded companies of International Financial Reporting Standards (IFRS) to replace U.S. generally accepted accounting standards (U.S. GAAP), discussion of each accounting topic includes a comparison of U.S. GAAP and IFRS. Students will demonstrate comprehension of these similarities and differences. The diverse student population within the College of Business provides unique opportunities for fostering global awareness. Underlying all discussion of accounting principles will be an emphasis on ethical corporate governance and the responsibilities of the professional accountant. This learning goal relates most directly to Course Objectives 3 and 4.
Goal 4: Functional Business Analyses and Applications
Development of functional business analyses is initiated with the instructor’s presentation of each financial accounting topic. Each student’s comprehension of the topics is reinforced by reading the assigned chapter of the textbook and completing related assignments.
By completing assignments, students are given opportunities to apply their understanding of the concepts. Assignments are in the form of questions, exercises, problems, journal entries, financial statement analysis, preparation of memos, reports and summaries, and the completion of professional simulation problems that reflect the testing format on the CPA exam. Assessment is provided by the instructor when the student’s work is graded.
Prior to each major examination, a focused review is led by the instructor, and students are encouraged to ask questions about any concept that is unclear.
Following each major exam, correct answers are provided to students, with particular emphasis on questions that were missed by a majority of the class population.
Before the comprehensive final examination, the instructor once again reviews key topics with the class.
This methodology underlies Course Objectives 1, 2, and 3, which relate directly to a student’s functional business knowledge and proficiency within the core business discipline of accounting.
Course Teaching Methods
The course material is covered using a lecture-demonstration format, as well as through assigned reading, homework and other assignments. Assignments and handouts assist students in understanding and applying accounting concepts and principles. The student’s preparation for each class is essential to a successful outcome.

---

At a minimum, preparation for class involves reading assigned material and completing homework assignments. See Class Schedule.

---

Attendance is expected. While students are not graded on attendance, failure to attend class limits a student’s potential to learn. The student is responsible for all material covered in class, handouts, and all announcements made in class, including changes in the Class Schedule. The student is responsible for taking notes on the material presented during each class. In-class exercises or pop tests that are missed cannot be made up, unless a student misses due to a University-sponsored trip or activity.

Course Grading

**Assigned reading:** Students are expected to read the assigned portions of the textbook and be prepared to discuss and apply concepts in class. See Class Schedule.

**In-class exercises** will be used to give students practice in applying concepts and to enhance and assess each student’s understanding of assigned reading and homework. In-class exercises may include pop tests.

**Homework generally** will not be collected for grading but may be collected occasionally. No late homework will be accepted. Homework, when collected, will be accepted only in person (not emailed) and will be graded for completion only, except as noted when assigned. Subsequent to the due date, solutions will be made available either in class or on WTClass. See Class Schedule for due dates. Questions and exercises allow students to develop accounting skills, but they cannot realistically represent all applications of the accounting principles that will be encountered on exams or in the practice of accounting.

**Assignments** give students opportunities to perform research and apply accounting concepts. Assignments may written or oral. See Class Schedule.

---

Assignments that involve writing will be graded using the Writing Skills Assessment Form, as applicable, that is included at the end of this syllabus.

Oral presentations will be graded using the Speaking Skills Assessment Form, as applicable, that is included at the end of the syllabus.

---

**Exams** will be based on homework, in-class exercises, class notes, assigned reading, and handouts. Exams will consist of accounting theory and application questions in the form of multiple choice, short answers, journal entries, and problems. See Class Schedule for test dates. These dates are subject to change. All electronic devices (except a calculator) must be stowed away during exams.
Comprehensive final must be taken at the time scheduled by the University. See Class Schedule for date and time.

Total points will come from daily grades, assignments, exams, and the final. Values available for each component are as follows:

- 100 points daily grades—in-class exercises, pop tests, and selected homework
- 100 points assignments (3)
- 450 points exams (4 150-pt. exams, with lowest grade dropped)
- 350 points comprehensive final
- 1000 total points

Grades will be based on the following percentages of total points:

- A = 90% of the total points
- B = 80% of the total points
- C = 70% of the total points
- D = 60% of the total points
- F = Below 60% of the total points

NOTE: Failure to complete any of the above requirements may result in a failing grade.

Additional Course Policies

- Assignment Format—Write your name, course and section number on the upper right corner of all assignments. On the top of the first page, clearly identify the assignment, for example, “Chapter 15 Homework.” Identify each answer, for example, Exercise 13-3, etc. All pages of multiple-page assignments should be stapled together.
- Make-up tests are given only in extreme circumstances. Contact the instructor immediately if you determine that you will miss a scheduled exam.
- Students who miss an exam due to University-sponsored activities or trips must make advance arrangements to take the exam.
- Please refrain from using electronic devices during class, except for the purpose of taking notes or performing calculations.
- Leaving the classroom during an exam and is expressly prohibited.

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, January 18</td>
<td>First class day of semester</td>
</tr>
<tr>
<td>Wednesday, March 7</td>
<td>Last day to drop with guaranteed X</td>
</tr>
<tr>
<td>Friday, March 30</td>
<td>Last day to drop or withdraw</td>
</tr>
<tr>
<td>Wednesday, May 2</td>
<td>Last class day of semester</td>
</tr>
<tr>
<td>Thursday, May 3</td>
<td>Dead Day</td>
</tr>
<tr>
<td>Friday—Monday, May 4 – 10</td>
<td>Finals</td>
</tr>
</tbody>
</table>

(See the Class Schedule for exam dates and assignment due dates.)
COB Student Resources Link
The COB has developed a Student Resources repository (e.g., APA writing style information, business core reviews, facilities, and other helpful supplements) which can be found on the COB Website: http://www.wtamu.edu/academics/college-business-facilities-and-resources.aspx

Dropping the Course
Should a student decide to drop the course, it is the student’s responsibility to be aware of the final drop dates and adhere to the WTAMU Add/Drop policy. Any student participating in the course after the WTAMU posted drop date will be considered active and a grade will be administered at the end of the course for that student.

Repeating Course Work
Students are charged a fee for any course attempted for a third or subsequent time at WTAMU other than a non-degree credit developmental course or exempted courses.

COB Writing Component
Students earning a BBA degree must complete at least one course with a writing component outside of their major as part of the business core requirements. The COB writing component is a requirement in the following courses: CIDM 3320 (Digital Collaboration and Communication), MGT 3335 (Organizational Behavior), FIN 3350 (Personal Financial Planning), FIN 4320 (Investments), FIN 4321 (Portfolio Theory), ECON 4342 (Economic Development), and ECON 4370 (Economics of Biotechnology and Healthcare).

Students in a writing component course are explicitly required to demonstrate knowledge of communication skills. Specific objectives may include but are not limited to the following concepts put forth by the National Business Education Association: (1) ability to organize a written and an oral message coherently and effectively, (2) ability to use technology for communication, (3) ability to research a topic, prepare a report, and present the findings to all organizational levels, and (4) ability to demonstrate critical-thinking skills. Specific course requirements and the role of the writing component with respect to student grading policy are at the discretion of the course instructor of record.

Scholastic Dishonesty
It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so; submission of a paper or project prepared by another student as your own. You are responsible for being familiar with the University's Academic Integrity Code, as well as the COB Student Code of Ethics below.

©2011-12 = Alice A. Upshaw, MPA, CPA, CMA = All rights reserved.
WTAMU COB Student Code of Ethics

Each student enrolled in COB courses accepts personal responsibility to uphold and defend academic integrity and to promote an atmosphere in which all individuals may flourish. The COB Student Code of Ethics strives to set a standard of honest behavior that reflects well on students, the COB and West Texas A&M University. All students enrolled in business courses are expected to follow the explicit behaviors detailed in the Student Code of Ethics.

Code of Ethics

- Do not use notes, texts, solution manuals, or other aids for a quiz or exam without instructor authorization.
- Do not copy the work of others and/or allow others to view your answers or copy your work during a quiz, exam, or on homework assignments.
- Do not allow other parties to assist in the completion of your quiz, exam, homework, paper, or project when not permitted.
- Do not work with other students on projects or assignments without authorization from the course instructor.
- Properly cite and specifically credit the source of text, graphic, and web materials in papers, projects, or other assignments.
- Do not forge the signature of an instructor, advisor, dean, or another student.
- Provide truthful information for class absences when asking faculty for excused absences or for a make-up for a quiz, exam, or homework.
- Provide truthful information on your resume including work history, academic performance, leadership activities, and membership in student organizations.
- Respect the property, personal rights, and learning environment of all members of the academic community.
- Live up to the highest ethical standards in all academic and professional endeavors.

Students violating the Student Code of Ethics will be reported to the Dean’s office and are subject to penalties described in the West Texas A&M University Code of Student Life, which may include suspension from the University. In addition, a violator of the Student Code of Ethics may become ineligible for the following:

- Participation in student organizations sponsored by the COB.
- Recognition for College academic honors, awards, and scholarships.

©2011-12 Alice A. Upshaw, MPA, CPA, CMA. All rights reserved.
Technology Requirements
All technological requirements for the successful completion of this course are the responsibility of the student, including access to a working computer with broadband internet connection and state-of-the-art security. The student is responsible for all technological problems not related to WTAMU, including but not limited to equipment failures, power outages, and internet breakdowns. Furthermore, students are responsible for all necessary technical and operational skills for completing this course, and for being familiar with WTC (the Angel Learning System) both in a general sense and in a specific sense as pertaining to this course and any materials stored within. The professor is not responsible for any technical matters related to WTC. Students must contact WTC if they have problems accessing and/or using Angel.

Viewpoints Disclaimer
The views expressed in this document, web-based course materials, and/or classroom presentations and discussions are those of the professor and do not necessarily represent the views of West Texas A&M University, its faculty and staff, or its students. Views expressed by students are likewise those of the person making such statements. It is understood and expected that each individual within this course will respect and allow individual difference of opinion.

External Websites Disclaimer
Neither the professor, the COB, nor WTAMU is responsible for the content of external websites discussed in the classroom and/or linked to via online course materials, emails, message boards, or other means. Referred websites are for illustrative purposes only, and are neither warranted nor endorsed by the professor, COB, or WTAMU. Web pages change frequently, as does domain name ownership. While every effort is made to ensure proper referencing, it is possible that students may on occasion find materials to be objectionable for reasons beyond our control.

Physical or Educational Access
West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Disability Support Services and to contact the faculty member in a timely fashion to arrange for suitable accommodations.
Evacuation Statement
If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651.5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

Chemical and Equipment Safety Statement
Safety is everyone's responsibility. Material Safety Data Sheets (MSDSs) are provided for all chemicals used in this class. MSDSs provide information about physical properties, health risks, fire explosion data, and other important information associated with these chemicals. Before handling or using a chemical, you should refer to the MSDS for that chemical. It is your responsibility to inform the instructor in writing of any health conditions that may prevent you from safely using a chemical (pregnancy, auto immune deficiency, etc.). It is also the responsibility of the student to report any spill or problems found while storing or using a chemical. If you are unsure about a chemical, always ask. If you see any unsafe condition, notify your instructor immediately. If you are unsure about the proper and safe operation of any piece of equipment, ask your instructor for proper instruction. All injuries, spill of materials and unsafe conditions must be reported to the instructor immediately.

Copyright
All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are © by Alice A. Upshaw, MPA, CPA, CMA. No distribution without the express written consent of the author. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor.
### Goal and Objective 1.1: Written Communication Assessment Form (BBA)

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is poorly developed.</td>
<td>Topic is evident with some supporting details; generally meets requirements of assignment.</td>
<td>Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way.</td>
<td>Writing demonstrates some grasp of organization, with a discernible theme and supporting details.</td>
<td>Writing is clearly organized around a central theme. Each paragraph is clear and relates to the others in a well-planned framework.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing lacks sentence variety. Significant deficiencies in wording, spelling, grammar, punctuation, or presentation. Sources, if consulted, poorly cited.</td>
<td>Some sentence variety; adequate usage of wording, grammar, and punctuation. Some cited sources used.</td>
<td>Wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. Multiple sources correctly cited. Effective integration of information.</td>
<td></td>
</tr>
<tr>
<td>Goals and Objectives 1 and 2 - Speaking Skills Assessment Form (BBA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic is poorly developed. Supporting details are absent or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vague. Tite ideas and/or unclear wording reflect lack of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of topic and audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic is evident with some supporting details; generally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meets requirements of assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech is rambling and unfocused, with main theme and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supporting details presented in a disorganized, unrelated way.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech demonstrates some grasp of organization, with a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discernible theme and supporting details.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech is clearly organized with effective introduction and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conclusion. Each segment relates to the others according to a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>carefully planned framework.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speakers appear unpracticed. Use of unnecessary pauses or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>filler words. Problems with voice control, eye contact, or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>posture. Incorrect or inappropriate language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker appears proficient with language, vocal, and physical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expression. Notes and visuals used as needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker uses grammatically correct and appropriate language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery is smooth and effective. Good voice control, eye</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contact, and physical demeanor. Notes and visuals used to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enhance the presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

©2011-12 Alice A. Upshaw, MPA, CPA, CMA. All rights reserved.