





**Sam Houston State University  
College of Business Administration  
Department of Accounting  
Syllabus – Fall Semester 2018**

<b>Course Number &amp; Title:</b>	ACC 5399 – Advanced Auditing Theory and Practice
<b>Credit Hours:</b>	3.0 hours
<b>Prerequisites:</b>	Graduate standing; admission to the MS in Accounting Program
<b>Meeting Day, Time &amp; Location:</b>	Wednesday 9:30am-12:20pm SHB 303
<b>Professor:</b>	Ronny Daigle, Ph.D., CPA, CFE, CGMA
<b>Office:</b>	Smith-Hutson Building 311-L
<b>Office Hours:</b>	Monday from 2:30-4:00pm, Tuesday from 9:00am-12:00pm and 1:00-4:00pm, Wednesday from 2:30-4:00pm, and by appointment
<b>Telephone:</b>	936-294-1479
<b>Email:</b>	<a href="mailto:daigle@shsu.edu">daigle@shsu.edu</a>
<b>Required Materials:</b>	1) <i>Gleim CPA Auditing</i> (Book & Test Prep) and <i>Gleim CPA Professor-Led Assessment Quiz for AUD</i> account  <b>NOTE:</b> Information for purchasing will be provided early in the semester  2) Selected cases from <i>Contemporary Auditing Issues and Cases</i> , 10 <sup>th</sup> Edition, by Michael C. Knapp:

**NOTE:** Amongst the purchase options at the following link, students are encouraged to purchase at the lowest cost the eBook option for \$22.49:

<https://www.cengagebrain.com/shop/isbn/9781285066608&cid=APL1>

3) Other materials (other case materials, handouts, etc.) will be provided throughout the semester, either via Blackboard or in class. It is the student's responsibility to obtain copies of these materials when made available during the semester.

#### **Other References:**

1) AICPA *Professional Standards*

Information for creating a personal account at no cost will be provided early in the semester

2) FASB *Accounting Standards Codification* (ASC) and GASB *Governmental Accounting Research System* (GARS) *Online* located at:

<http://www2.aahq.org/ascLogin.cfm>

User ID:        **AAA51769**

Password:        **uY6Um5J**

3) Auditing textbook, such as that used in your undergraduate auditing course. While not authoritative like the items above, it can serve as a good reference point on certain matters in this course.

#### ***Special Course Designation:***

Acct 5399 is a capstone course that satisfies the comprehensive exam requirement in the MS in Accounting Program. A grade of B or better is therefore required in this course for graduation.

#### ***Course Description per the Course Catalog (per this [link](#))***

This course examines the theoretical and application issues of contemporary auditing as identified in the literature and by recent professional pronouncements. Topics include internal control, control risk, legal liability of auditors, audit failure, audit risk, auditor responsibility for detection of fraud and the evolving nature of the auditing profession in compliance with new audit standards. Case studies and exercises are used to address these and other topics of importance to professional auditing practice.

## ***Course Learning Outcomes Linked to Objectives on IDEA Evaluation Form (to be completed near the end of the semester by students)***

Upon completion of this course students will have:

1. **Gained a basic understanding** about auditing (e.g., factual knowledge, methods, principles, generalizations, theories), such as:
  - The content of professional auditing standards.
  - Typical auditing procedures.
2. **Learned to apply course material** about auditing (to improve thinking, problem solving and decisions), such as:
  - Applying professional auditing and accounting standards and audit procedures to situations involving issues addressed in cases and research portion of task-based simulation quizzes.
3. **Developed specific skills, competencies and points of view needed** by audit professionals, such as:
  - Professional skepticism, an essential point of view needed by auditors.
  - Professional writing and oral communication skills for analyzing and evaluating audit situations involving issues addressed in cases, identifying requirements and articulating arguments and points of view.
  - Flowcharting skills for documenting systems and analyzing internal control for making audit decisions.
  - Audit skills in situations involving issues addressed in cases.
4. **Learned how to find, evaluate and use resources** to explore auditing topics in depth, such as:
  - Learning how to research professional auditing and accounting standards to situations involving issues addressed in cases and research portion of task-based simulation quizzes.

### ***Linking Course to the AICPA Core Competency Framework***

The American Institute of Certified Public Accountants (AICPA) has developed a framework of core competencies that should be possessed by those entering the accounting profession. These competencies are grouped into accounting, professional and business categories. Whereas the professional and business competencies apply to all business courses (for example, the professional competency of ethical conduct), accounting competencies are accounting course-specific. The **accounting competencies are used by the Department of Accounting to assess student learning outcomes and determine future modification in the curriculum** for ensuring students obtain the functional competencies desired by the accounting profession.

This course will place a **MAJOR EMPHASIS** on helping students develop three specific accounting competencies, each of which is briefly described in the table below. These will be formally assessed this semester for administrative purposes. The manner of assessment is also briefly described the table below.



<b><i>Functional Competencies</i></b>	<b><i>Technical Skill</i></b>	<b><i>Competency Development</i></b>
Risk Analysis	Risk analysis and control is fundamental to professional service delivery. The understanding of business risk (that is, the risk that an entity—either a client or the prospective accounting professional’s employer—will fail to achieve its objectives) affects how business strategy is created and implemented.	<b>Formal assessment of competency:</b> Students will be assigned materials, primarily cases, that require written responses based on identifying and discussing audit risks in a given situation. These will help students learn to “identify risks of negative outcomes (including fraud) for particular scenarios” (an example of the acquisition of this competency, per the framework).
Research	Although accounting professionals need a foundation in standards and other relevant rules, such guidance is constantly evolving. Many accounting profession functions depend on obtaining information from within and outside of an entity. Accordingly, the individual preparing to enter the accounting profession needs to have strong research skills to access relevant guidance or other information, understand it and apply it.	<b>Formal assessment of competency:</b> Students will be assigned materials, primarily cases, that require written responses based on reference to professional auditing and accounting standards. Students will also complete task-based simulation quizzes, which include a research task. These will help students learn to “access relevant standards, rules and other information” (an example of the acquisition of this competency, per the framework).
Leverage Technology	Technology is pervasive in the accounting profession. Individuals entering the accounting profession must acquire the necessary skills to use technology tools effectively and efficiently. These technology tools can be used both to develop and apply other functional competencies.	<b>Formal assessment of competency:</b> Students will be assigned materials, primarily cases, that require written responses based on researching professional auditing and accounting standards online. Task-based simulation quizzes involve researching professional auditing and standards online. These will help students learn to “access appropriate electronic databases to obtain decision-supporting information” (an example of the acquisition of this competency, per the framework).

### ***Student Syllabus Guidelines***

The link below identifies the University’s required syllabus guidelines. Students are responsible for familiarizing themselves with the guidelines and understanding the implications of failing to follow them in this course.

<http://www.shsu.edu/syllabus/>

## Academic Dishonesty:

**The inside of the class ring for Sam Houston State University bears the inscription, “HONOR.”** For an explanation as to why the ring bears this inscription, please visit the following [link](#). With such a great tradition tracing back to both the person after which this University is named and his mother, our behavior should reflect the meaning of the word in all aspects of our lives.

Students are expected to maintain honor, honesty, ethics and integrity in their academic experiences both in and out of the classroom. Dishonesty by a student is unfair and disrespectful to:

- other students;
- the professor;
- the Department of Accounting;
- the College of Business Administration;
- Sam Houston State University;
- alumni of Sam Houston State University;
- the academic/educational community (i.e., other universities and colleges);
- the business community, such as the future employers of those who are dishonest in their academic experiences; and
- Society, in general.

Fraud, which is intentional deception of another for gain, is a topic of absolute importance in this course that will be discussed in great depth this semester. Students are expected to **INTERNALIZE** the importance of preventing and detecting fraud in business by conducting themselves with honor, honesty, ethics and integrity.

Any student found guilty of dishonesty (and that includes lying) in **ANY** phase of this course will be subject to disciplinary action. University policies will be enforced for any and all instances of academic dishonesty. *See the following link, which includes the University Code of Student Conduct and Discipline:*

<http://www.shsu.edu/students/guide/>

## Student Absences on Religious Holy Days:

Students are allowed to miss class and other required activities, including exams, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for making up all coursework missed. *See the following link for full discussion of this policy.*

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

## Students with Disabilities Policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. *See the following link for full discussion of this policy.*

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

### **Visitors in the Classroom:**

Department of Accounting policy requires permission of the Department Chair for non-registered students to attend class. Students wishing to audit a class must apply to do so through the Registrar's Office.

### **Course Conduct:**

Students will maintain an academic environment conducive so that all students can achieve the objectives of this course. Everyone will treat all others with the utmost respect and courtesy, both inside and outside of class.

**In other words, no one will IMPOSE him/herself on the learning environment in such a manner that it INTERFERES with the learning of other students in this course.**

Appropriate classroom conduct includes, but is not limited to:

- arriving to class on time;
- not leaving class early;
- when possible, giving notification to the professor before class when needing to arrive late or leave class early;
- only discussing course-related matters during class;
- telling the truth;
- not making offensive remarks;
- not using telephones, text messagers and other similar technology during class for non-course reasons and without the permission of the professor;

- not using computers during class for non-course reasons and without the permission of the professor;
- only asking questions and making comments in the spirit of enhancing and strengthening the educational environment, as opposed to attempting to limit and weaken the educational environment; and
- being attentive in class and not being a distraction to others (i.e., do not sleep in class; do not read newspapers, books, or other non-course items in class; do not study or work on items from other courses in class; do not “doodle” or draw; do not clip or clean your nails, etc.)

Students will also conduct themselves appropriately outside of class regarding course matters, such as when communicating with me or another student via email or meeting in my office to discuss some course matter.

Inappropriate course conduct will result in such responses as:

- Receiving an **ASSIGNED SEAT** in class;
- **EXPULSION** from class;
- **MEETING(S)** with the Dean of Students, Dean of the College of Business Administration, Chair of the Department of Accounting and/or the professor (at their convenience) **BEFORE** a decision is made by the professor as to whether to allow the student to return to class;
- **GIVING** one’s telephone, text messenger or other similar technology and/or computer to the professor for the class period of offense and/or all remaining class periods of the semester (the professor will return at the end of each class period);
- **REDUCTION** in one’s course grade; and/or
- **FAILURE** of the course.

In summary, inappropriate academic conduct in this course, whether inside or outside of class, is unacceptable and will result in being disciplined.

### **Use of Telephones, Text Messengers and Other Technology in Academic Classrooms and Facilities:**

This portion of the syllabus deals with a particular type of inappropriate classroom conduct that is both a nuisance and distraction to both the professor and other students. In fact, this highly inappropriate behavior is addressed in the following policy statement that has been implemented by the University:

<http://www.shsu.edu/dotAsset/6d35c9c9-e3e9-4695-a1a1-11951b88bc63.pdf>

In accordance with this policy statement, here is the course policy regarding the use of telephones, text messengers and other technology in this course:

- Students are to **POWER DOWN AND PUT AWAY BEFORE THE BEGINNING OF ALL CLASS PERIODS** all telephones, text messengers and any other technology (such as cameras and audio recorders, for example) that are unnecessary/nonessential/unapproved by the professor for learning in this course.



- If a student has a **LEGITIMATE REASON** for keeping such technology powered on and not put away during class, the student **MUST OBTAIN PERMISSION** from the professor **BEFORE** the class period.
- Failure to comply with the two bulleted items above may result in collection of such technology, **EXPULSION** from the classroom, a **REDUCTION** in one's course grade, and/or with multiple offenses, **FAILURE** of the course.
- Failure to comply may also result in the disruptive student **MUST** having a meeting with the Dean of Students, the Dean of the College of Business Administration, Chair of the Department of Accounting and/or the professor (at their convenience) **BEFORE** a decision is made by the professor as to whether to allow the student to return to class;
- If allowed to return, the student may be required to **GIVE** the professor such technology **BEFORE** each remaining class meeting of the semester. The professor will give such technology back to the student at the end of class meeting.
- Any use of a telephone or text messenger or any technology that performs telephone, text messaging, camera, Internet or other unnecessary/nonessential/unapproved functions in this course (this includes smart watches) **DURING A TEST PERIOD OR TEST REVIEW PERIOD IS PROHIBITED.**
- Such technology should **NOT** be present during a test period or should be stored securely in such a way that they cannot be seen or used by the student.
- Such technology should **NOT** be present when reviewing the results of a test or should be stored securely in such a way that they cannot be seen or used by the student.
- **EVEN THE VISIBLE PRESENCE** of such technology during a test period or test-reviewing period will result in being severely penalized for that test. Use of these devices during a test or review period is considered de facto evidence of cheating and will result in a charge of academic dishonesty. *See previous comments about Academic Honesty, including the link to the University Code of Student Conduct and Discipline.*

In summary, telephones, text messengers and other technology are to be powered down, put away and not used during class without the permission of the professor; else, there will be discipline administered for disrupting class.

### **Use of Computers in the Classroom:**

This portion of the syllabus deals with another particular type of inappropriate classroom conduct that is both a nuisance and distraction to both the professor and other students.

This class takes place in a computer lab because the use of computers is essential to certain aspects of this course throughout the semester (such as completing quizzes during assigned class time). **HOWEVER**, computers (including personal laptops and notepads) are only to be used for class-related matters, as first identified and approved by the professor before use.

Consistent with the policy for telephones, text messengers and other technology, the policy in this course regarding the unnecessary/nonessential/unapproved use of computers is as follows:

- If a student has a **LEGITIMATE REASON** for using a computer, the student **MUST OBTAIN PERMISSION** from the professor **BEFORE** the class period (use of the course eBook does not require permission).
- The unnecessary/nonessential/unapproved use of computers will result in **EXPULSION** from the classroom, a **REDUCTION** in one's course grade, and/or with multiple offenses, **FAILURE** of the course.
- Failure to comply may also result in the disruptive student **MUST** having a meeting with the Dean of Students, the Dean of the College of Business Administration, Chair of the Department of Accounting and/or the professor (at their convenience) **BEFORE** a decision is made by the professor as to whether to allow the student to return to class;
- Any unnecessary/nonessential/unapproved use of a computer in this course during a test period or test review period of test results is **PROHIBITED**.
- Unnecessary/nonessential/unapproved use of a computer during a test or test review period is considered de facto evidence of cheating, resulting in both a charge of academic dishonesty and a severe penalty for that test. *See previous comments about Academic Honesty, including the link to the University Code of Student Conduct and Discipline.*

In summary, computers are not be used in class without the permission of the professor; else, there will be discipline administered for disrupting class.

### ***Measurements of Progress and Determination of Course Letter Grades***

A student's letter grade in this course will be based on performance using a number of measurement devices. These measurement devices and the impact of on one's grade are summarized in the following table.

Measurement Device	% of Course Grade
<b>Formal submissions</b> of written responses/output to assigned materials, primarily cases. Responses/output are prepared outside of class before the class meeting in which the material will be discussed.	35%
<b>Class participation</b> in discussion of assigned materials.	10%
<b>Gleim CPA Exam Auditing Multiple Choice Quizzes</b>	25%
<b>CPA Exam Task-Based Simulation Quizzes</b>	10%
<b>Final Examination</b>	20%

A student will guarantee earning a specific letter grade in the course based on the following:

≥ 90% earned guarantees a letter grade of A

≥ 80% and < 90% earned guarantees a letter grade of B

≥ 70% and < 80% earned guarantees a letter grade of C

≥ 60% and < 70% earned guarantees a letter grade of D

< 60% earned results in a letter grade of F

As previously stated, a letter grade of B or better is required for helping meet the requirements of earning the MS in Accounting degree.

### **Formal Submissions of Responses/Output to Assigned Materials, Primarily Cases (a.k.a. Written Opportunities for Excellence!):**

The AICPA Core Competency Framework states the following under expected Personal Competencies:

#### *Communication*

*Accounting professionals are called upon to communicate financial and non-financial information so that it is understood by individuals with diverse capabilities and interests. Individuals entering the accounting profession should have the skills necessary to give and exchange information within a meaningful context and with appropriate delivery. They should have the ability to listen, deliver powerful presentations and produce examples of effective business writing.*

Students will be required to prepare formal responses/output outside of class to assigned materials, primarily cases. The class meeting schedule shows what is assigned to be discussed for each class period, with formal responses/output prepared before that class period. As noted previously, students will purchase an eBook from which certain cases will be assigned. Other cases and materials will be provided by the professor.

Students will also be required to discuss in class their written responses/output, as well as the content, facts, issues, etc., regarding the assigned materials (i.e., students will be asked to answer in class unassigned questions). Therefore, student preparation will not only consist of reading and studying in order to prepare requested responses/output, but also discuss any and all aspects of assigned materials in class (class participation will also be measured as part of a student's course grade – see more detailed discussion of that component later in this syllabus).

Students will be expected to understand the facts, the pertinent professional standards and considerations, and the auditing and accounting issues raised by assigned materials. Students are to analyze these factors and develop opinions regarding the issues being examined. Students will present these in written and oral form, but in either situation, this is a student's means of demonstrating to the professor that the student has done the work, comprehends the issues and has developed opinions, thereby helping form the grade earned. If a student performs poorly or below standard, then the student will receive a poor or substandard grade.

**Not all assigned responses/output for any given assigned material will be collected for grading.** Students will not know what will be collected and graded and what will only be discussed in class. Therefore, it is incumbent upon students to prepare responses/output as if it were to be collected for grading. This means not only giving maximum effort is to be given with content preparation of the response/output but also strictly following the written submission guidelines found in **Appendix: Instructions for Written Submissions** and instructions provided with the materials. Failure to meet guidelines and instructions will result in a zero score on

all incorrect submissions.

Students are expected to properly reference materials (for example, AU-C or ASC topic, section, sub-section, paragraph, etc.) in preparing responses. Because this is the capstone course of the MS in Accounting Program, students are expected to demonstrate within this course their overall knowledge of financial accounting, taxation, cost accounting, ethics and other areas of study within the Program.

**Students are REQUIRED to work on formal submissions to assigned materials with ONE other student in the course.** Students may change partners during the semester. The professor reserves the right to make students change partners during the semester. Only one copy of items that are collected is to be turned in, containing the names of both students working together.

Working with other students can greatly enhance one's learning of the material and improve one's communication skills, both written and oral. Auditors work in teams and constantly "brainstorm" (a term from *Statement on Auditing Standard No. 99: Consideration of Fraud in a Financial Statement Audit*) with others on the engagement team with how to address a given audit situation identified.

**Students ARE NOT to simply divide out assigned questions and then turn in formal responses for which one or both students gave little or no significant input.** It will be apparent during class discussions whether this has occurred. Formal response grades (as well as class participation grades) for both students involved will be significantly reduced as a result.

If a student does not attend class when a formal submission is collected (this includes arriving late after submissions have been collected), then the student will not be allowed to submit unless the student has a University approved excuse. If the student does not have a University approved excuse, both students involved will receive a grade of zero for each question that has been collected.

Each student is equally and separately responsible for turning in formal submissions when collected. The absence or tardiness of one student is not a University approved excuse for the other student.

Some assigned responses/output will be worth more points than others, based on the extensiveness of requirements. Point values to questions/output will be identified at the time assigned. Grades on formal submissions collected will be provided on a question by question basis throughout the semester.

**The lowest grade for a formal submission response worth 10 points will be dropped when determining a student's course letter grade.** If there is a failure to submit a written submission response worth 10 points and the student does not have a University approved excuse, the zero received will be the grade that is dropped.

**Dropping the lowest grade does not apply to formal submissions worth more than 10 points.**

**This component of the course is worth 35% of the final letter grade. After dropping the lowest grade for a formal response worth 10 points, an average of the remaining formal responses graded will be computed for this component and then multiplied by 35% for helping determine a student's final letter grade.**

### **Class Participation (a.k.a. Interpersonal Opportunities for Excellence!):**

As noted previously, the AICPA Core Competency Framework expects individuals entering the accounting profession to have strong communication skills. This includes interpersonal or oral skills.

Each student is expected to contribute to the discussion of assigned materials in each class session. Students will be asked to provide oral responses to questions (whether assigned or unassigned) from the facts, issues, professional standards, etc. from the content of assigned materials. Students are expected to volunteer to discuss – but not dominate – the discussion. Students will also be called upon to discuss, with all discussion done in a professional manner.

Notes will be taken by the professor on student participation on a class-by-class basis throughout the semester, including whether discussion was voluntary/involuntary and the contribution of participation with furthering the overall discussion. Students may be asked to provide their insights on the value of each student's participation in the course.

This aspect of the course is not intended to “embarrass” students; rather, verbal communication skills and the ability to “think on one's feet” are absolutely essential not just being a successful auditor, but for being a successful business and accounting professional.

As referred to previously, a student turning in a formal submission along with another student but not being prepared for class discussion will be viewed as a sign that the student did not provide substantial input on what is formally turned in. Class participation grades (as well as formal submission grades, as discussed previously) for both students involved will be significantly reduced as a result.

Absences without a University approved excuse will result in a reduction of a student's class participation grade.

**This component of the course is worth 10% of the final letter grade.** With 14 class periods between the first class period (which serves as an introduction to the course) and the last class period (for the final exam), each remaining class period is worth slightly less than 1% of a student's participation grade. **However, a single overall grade for class participation will be determined and provided at the end of the semester.** Every student has valuable insights that can aid other students in achieving course learning objectives. For this reason, this component of the course is worth a single letter grade when determining the final letter grade of the course.

### **Grading Criteria for Formal Submissions and Class Participation:**

Written/oral responses to questions will be graded using the following scheme:

Outstanding	100% of possible points
Very Good	90% of possible points
Good	80% of possible points
Average	70% of possible points
Marginal	10% to 60% of possible points
No submission, incorrect format, or no oral response	0% of possible points

Formal submissions and class participation will be evaluated by the professor based on the standards of performance expected for a graduate student and the level of effort and knowledge expected of a beginning member of the accounting and auditing profession. A student's level of effort, degree of understanding, accuracy of response and clarity/appropriateness will be evaluated in determining a student's grade. Both



formal submissions and class participation will also be evaluated in comparison to those of other students in the course (i.e., one's peers).

Grammar and spelling are all essential aspects of relevance, reliability and understandability. Per the accounting literature, relevance (i.e., pertinence) and reliability (i.e., accuracy and completeness) are the two primary characteristics of meaningful information. Understandability (i.e., format, presentation and clarity) is also an important characteristic of meaningful information, per the accounting literature. Poor grammar and spelling reduces one or more of these characteristics.

Per the audit literature, management asserts that the financial statements and footnote disclosures possess certain qualities, such as completeness, accuracy and classification. Poor grammar and spelling reduces one or more of management assertions. Poor writing cannot be easily disaggregated and evaluated separately from content. Poorly written answers will result in poor grades. Please reread and use spelling & grammar check when preparing formal responses.

The professor reserves the right to require students to have their work reviewed by staff at the Sam Houston Writing Center (<http://www.shsu.edu/~wctr/>) for the purpose of helping improve grammar, spelling and sentence structure. If so directed, students will be required to provide proof that they have had an early draft of their work reviewed at the Writing Center.

**Both formal submissions and class participation are opportunities to demonstrate how much a student knows and how much work has been put into course activities.**

**Formal submissions are not simply paperwork exercises and should not be approached as such.**

**As a graduate capstone course, an expected level of performance is to be done accordingly.**

### ***Gleim CPA Exam Auditing Multiple Choice Quizzes (a.k.a. Gleim Opportunities for Excellence!):***

The Auditing section of the CPA exam requires candidates to answer **72 multiple choice questions** (representing 50% of the total exam score for the Auditing section). For most class periods throughout the semester, students will complete an in-class multiple choice quiz based on both the *Gleim CPA Auditing* (Book & Test Prep) and *Gleim CPA AUD Assessment Quiz* account purchased for the course. A Study Unit (SU) is assigned to be studied before class. See the class schedule for assigned SUs by class period.

*Gleim* quizzes and CPA Exam task-based simulation quizzes (see discussion of this component later in this syllabus) will be administered at the very beginning of class – 9:30am. Computers in the lab room will be used to take the quizzes. Personal lap tops are not allowed to use when taking quizzes. Each *Gleim* quiz will consist of 30 multiple-choice questions. Both the *Gleim* quiz and task-based simulation quiz will be completed by 10:00am so that class discussion can begin at 10:05am.

Time missed from arriving late for class will result in an equivalent reduction in time allotted to complete the two quizzes. If a student misses a *Gleim* quiz because of a University approved excuse, the student will make up the quiz at a time and place convenient to the instructor – else a zero is received.

**Gleim quizzes are graded immediately after taken, so students will immediately know their score.**

Both the *Gleim* and task-based simulation quizzes **ARE NOT** disjointed or unrelated activities from assigned materials, such as cases, in this course. SUs will help students appreciate the value of assigned materials, such as for the same, earlier or later class period. Likewise, assigned materials will help students appreciate the value

of SUs, such as for the same, earlier or later class period. **Recognize and leverage this relationship to enhance one's performance in multiple aspects of this course.**

The best way to prepare for *Gleim* quizzes is to thoroughly read and study the assigned *Gleim* book material and complete an appropriate number of multiple choice online study sessions for the assigned SUs (which includes studying why answers are either correct/incorrect).

There are 14 *Gleim* quizzes scheduled for the semester. **The lowest *Gleim* quiz grade will be dropped when determining a student's course letter grade.** If there is a failure to take a quiz and the student does not have a University approved excuse, the zero received for that quiz will be the grade dropped.

**This component of the course is worth 25% of the final letter grade. After dropping the lowest *Gleim* quiz grade, an average of the remaining grades will be computed and then multiplied by 25% for helping determine a student's final letter grade.**

### **CPA Exam Task-Based Simulation Quizzes (a.k.a. Simulation Opportunities for Excellence!):**

The Auditing section of the CPA exam requires candidates to take an **eight-part task-based simulation** (representing 50% of the total exam score for the Auditing section). For most class periods throughout the semester, students will complete an in-class task-based simulation quiz that emulates a task-based simulation that would be encountered on the Auditing section of the CPA exam. Each task-based simulation quiz will cover material from the particular *Gleim* Study Unit (SU) assigned for that class period. This quiz will be taken at the beginning of the class along with the *Gleim* quiz.

Examples of a multi-part task-based simulation for each *Gleim* SU we will cover this semester will be provided as a guide for gaining insight about the format and content of task-based simulations on the Auditing section of the CPA exam and, therefore, task-based simulation quizzes in this course. Task-based simulation quizzes will **NOT** repeat the tasks provided, but will consist of similar style questions covering the same concepts in the assigned SUs.

Each simulation quiz will consist of **TWO tasks**. One type of task that is part of the task-based simulation on the CPA exam for the Auditing section involves researching professional auditing standards and identifying the applicable standard for a given situation. An example of this task is included in the examples referred to in the last paragraph. Candidates are given the ability to use the standards on **ANY** tab. Because of the emphasis placed on this type of task on the CPA exam and the linkage of this course to the AICPA Course Competency Framework through the acquisition of research skills (see previous discussion in this syllabus), one of the two tasks on each simulation quiz will be a research task. The other task will be similar in style and format to others shown at the end of each SU.

**Answers to the task-based simulation quizzes will be discussed immediately after completing each quiz.**

If a student misses a task-based simulation quiz because of a University approved excuse, the student will make up the quiz at a time and place convenient to the professor – else a zero is received.

The best way to prepare for task-based simulation quizzes is to thoroughly read and study assigned *Gleim* book material, complete an appropriate number of multiple choice online study sessions for the assigned SUs (which involves studying why answers are either correct/incorrect) and study the task-based simulation examples provided.

There are 13 task-based simulation quizzes scheduled for the semester. **The lowest simulation quiz grade will be dropped when determining a student's course letter grade.** If there is a failure to take a quiz and the student does not have a University approved excuse, the zero received will be the grade that is dropped.

**This component of the course is worth 10% of the final letter grade. After dropping the lowest simulation quiz grade, an average will be computed and then multiplied by 10% for helping determine a student's final letter grade.**

### **Final Examination (a.k.a. Final Opportunity for Excellence!):**

A final examination will be administered that consists of multiple choice questions from all *Gleim* SUs assigned during the semester. The final examination will, of necessity, be cumulative in that auditing is not a compartmentalized activity.

**This component of the course is worth 20% of the final letter grade.**

### **Emails:**

Besides the categories discussed above, proper spelling, grammar, punctuation, and sentence structure of student emails may also determine one's grade in the course. Recruiters consistently cite strong communication skills (both personal and written) as **ESSENTIAL** for business success. This includes proper spelling, grammar, punctuation, and sentence structure. Recruiters have told the University, College, Department and the professor to improve the communication skills of students, especially written communication. Research studies in communication repeatedly show that poor communication skills in business can result in one or more of the following:

- People may question the care, effort, work ethic and reliability (or lack thereof) of the person who miscommunicated;
- People may question the knowledge and education (or lack thereof) of the person who miscommunicated; and
- Employers may view the person who miscommunicated as a liability who harms the reputation of their business.

This syllabus has noted that spelling, grammar, punctuation, and sentence structure are considered when grading written responses to assigned materials. They may also be considered with student emails. **A student's overall grade may be reduced for such things as misspellings; poor grammar, punctuation and sentence structure; and incomplete emails.**

As noted previously, certain characteristics are to be present in accounting information. Management assertions are also to be present. Accounting is often referred to as the "language of business" because it involves communication about the soundness of the business. Being a great accountant means being a great communicator. Being a great auditor also means being a great communicator. Students are to **INTERNALIZE** these concepts in their communication this semester as evidence of learning and appreciating the importance of valued information in accounting, auditing and business.

To show that nothing is being asked of students that I do not expect of myself, **a student can increase his/her grade when bringing to my attention things I did incorrectly such as misspellings; poor grammar,**

## **punctuation and sentence structure; and incomplete written communications.**

### **Policy Regarding Extra Credit Opportunities:**

Students are not to ask for extra credit opportunities in this course.

### ***Attendance Policy***

University policy requires that roll be taken each class period for administrative purposes. However, **attendance is NOT considered in determining a student's course letter grade.** While not a factor in a student's grade, missing class will seriously detract from a student's learning experience, as well as that of all other students, because in-class discussion of course material by all students in the course can help everyone achieve course learning objectives.

Some items may only be handed out in class and not posted at Blackboard. If a student is not present when such items are distributed, the student is responsible for being proactive and taking the initiative to obtain copies of such items and doing so in a timely manner.

**Please note that there is a difference between "attendance" and "class participation." Being present for class has NO impact on increasing one's class participation grade.** However, as stated previously, absences without a University approved excuse will result in a reduction of a student's class participation grade.

### ***Utilization of Blackboard***

Blackboard is used **EXTENSIVELY** in this course to distribute practically all course-related items. To access your specific Blackboard account for this class, go to the SHSU homepage at [www.shsu.edu](http://www.shsu.edu) and click on the link for Blackboard under the dropdown list for Campus Tools. A screen requiring your user name and password will appear. Your user name and password are those that you use to log in to your SHSU account and email. If you do not have an account set up on Blackboard, you can click on the link for activating your account.

### ***Utilization of Email***

Email will be used to communicate time sensitive information about the class. The Blackboard email system will be utilized to do so, with emails sent to a student's email address as recorded in the SHSU system (i.e., your school email account). If that email address is not the primary one that you desire to use, you can have email forwarded to your preferred address by contacting the University Computer Services Help Desk at extension 1950.

Students are expected to check their email account associated with Blackboard on a daily basis – not just for this class but for all classes and University announcements. **Emails sent at least 24 hours before the beginning of the next class meeting are to be read and implemented before that class meeting.** A student's failure to check email on a timely basis is not an allowable excuse for falling behind in coursework.

## ***Changes in the Class Schedule***

Actual course progress over a semester may differ from that specified in the initial class schedule. If adjustments are necessary, an updated schedule will be provided in a timely manner, incorporating any necessary schedule changes.

***Thanks for taking the time to read this syllabus and one more very important thing.....***



***Here I am hanging out with Super Sammy and my son at a Bearkat football game in the Fall of 2016!***

***.....I hope you have a great semester in this and all your courses!***



## ***Appendix: Instructions for Written Submissions***

Just as an audit firm will have a prescribed format for audit workpaper documentation, so will students in this course with preparing formal written submissions/output. Please recognize that having a standard format assists substantially with efficiently and effectively grading items. This is because a standard format enhances the relevance, reliability and understandability of items turned in and graded by the professor.

**Students must use the following format for preparing all formal written responses/output in this class or the response will not be graded and a zero will be received.**

One's response should answer the question and **directly** address the issues raised by the question. A concise, to the point, well thought-out and well written response is expected. This is a student's opportunity to show how much is known, how well one can think and how well one can communicate in written form. Complete, well-designed, meaningful sentences using proper grammar and spelling will be expected. Students should bring a copy of all responses to class to serve as notes for the class discussion of the case and its issues.

Begin each response to a question on a **new page.**

**Do NOT staple** together responses to multiple questions.

Include the **assigned material title and question number** in the format as shown on the next page.

**DO NOT REPEAT the question** in your response.

**Responses MUST be typed and adhere to the following instructions:**

1. Single-spaced with an extra line skipped between paragraphs
2. Page Margins: 1 inch on top, bottom, right and left
3. Left justified.
4. Font = Times New Roman
5. Font size = 12
6. Student names in upper right corner of page header
7. Name and number of case and question number

Here is an example emphasizing format instructions: (assume the box below is a sheet of paper)

Names go here

Case 1.1 Mattel, Inc. Question # 5

The audit engagement partner has the ultimate responsibility for ensuring that a given audit is performed in accordance with GAAS. Nevertheless, the fact does not diminish the professional responsibilities of the other members of the engagement team. Yadda-yadda-yadda-yadda. . .

It is particularly important that all review comments written during an engagement be properly resolved. The review process is the primary quality control mechanism for and independent audit. Yadda-yadda-yadda-yadda. . .

(Etc. for the rest of the page as necessary)

### **SPECIAL INSTRUCTIONS FOR RED FLAG QUESTIONS:**

Some questions may require identifying “red flags and why” as part of one’s submission. For these questions, students are not to follow the “paragraph” instructions outlined above. Students are to instead use a numerical list to identify each red flag identified. Students can use phrases rather than complete sentences (if desired) to identify why the item is a red flag. Use the format shown below for this type of question.

Names go here

Case 1.1 Mattel, Inc. Red flags and why

1. The description of the red flag would go here.
  - a. The explanation of why the flag is red or what are the outcomes of the red flag goes here.
2. The description of the next red flag would go here.
  - a. The explanation of why the flag is red or what are the outcomes of the red flag goes here.

Etc.

### **WRITTEN SUBMISSION LENGTH:**

Unless noted in the requirements for the assigned material, students will provide a response for each question that are between one page and one and a half pages in length. This constraint will help students focus on obtaining a balance between adequately answering a question while being direct and to the point while doing so. If greater than one page in length, each page is to be numbered.

### **COVER PAGE:**

A copy of the next page is to be printed, signed and turned in each week when formal submissions are turned in. Failure to do so will result in a grade of zero for each item requested to be turned in.



### *Statement of Academic Honesty*

With regard to **formal submissions from assigned materials**, the items turned in are **solely** the work of the student(s) signed below (students will know from each respective set of assigned materials whether they are completing it individually or in a pair with another current student).

Signing below acknowledges that no outside assistance has been obtained (for example – but not limited to – another current student in the course; a student who has taken this course in the past; any other student, for that matter; a faculty member other than your professor; a business professional of any sort; an accountant; an auditor; a tutor; etc.). Inappropriate outside assistance is not collaboration but collusion. The only allowable assistance that may have been received is from your professor. Other than assistance from this one source, all work has been done by the student(s) signed below.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_