



ACCT 585

Professional Responsibilities in Accounting: Concepts, Research & Policy

Section	Time	Location
14213	MW 8:00 - 9:20	JKP 202
14219	MW 9:30 - 10:50	JKP 202
142220	MW 11:00 - 12:20	JKP 202

Syllabus

Fall 2019

August 26 - December 6, 2019

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ACC 121A

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Office Hours: M&W 3:30 p.m. - 5:00 p.m., and by appointment

ACCT 585

PROFESSIONAL RESPONSIBILITIES IN ACCOUNTING: CONCEPTS, RESEARCH & POLICY

In order to succeed in the accountancy profession - - whether in a professional accounting firm, in industry or in government - - an accountant needs to be able to:

- identify accounting issues and problems relative to transactions or events,
- research the accounting literature,
- analyze possible accounting and financial reporting alternatives,
- arrive at logical and supportable solutions to the issues and problems, and
- present the solutions in written form and in oral presentations.

This course provides an accountant with an in-depth understanding of accounting theory, research and policy issues in order to satisfy these needs.

This course is primarily a case-based course using extensive research, analysis, writing, discussion, presentation and instructional concepts. It is designed to focus on advanced accounting issues and concepts, utilizing team and individual effort to increase the knowledge and skills of the students.

Course Prerequisite Knowledge

Students should have a basic knowledge of accounting acquired from an undergraduate degree in accounting or through the USC Masters of Accounting summer intensive accounting program.

Specific Course Goals

The course is designed to enhance the understanding of accounting theory and principles through the use of "real life" case studies and the application of technical knowledge and professional judgment in resolving case study problems and issues. This should result in developing superior analytical, research, communication and interpersonal skills through extensive writing and oral requirements.

Accounting theory is reviewed through the study of the accounting conceptual framework. The framework is used, together with applicable generally accepted accounting principles, in developing solutions to the case problems. The cases are selected to provide a broad range of current topics and issues. The cases can include, for example, situations involving revenue recognition, lease accounting, the use of financial instruments, fair value, impairment accounting, environmental liabilities, deferred income taxes and valuation allowances, consolidations involving variable interest entities, going concern, and push down accounting.

The course also includes the use of case problems described on video, the analysis of current issues facing the accounting profession, and the discussion of current issues taken from news sources.

The case issues and problems are discussed from the perspective of the preparer, the auditor, the user and the regulator, depending on the case and issues involved.

Learning Objectives

The specific learning objectives are to allow students to:

- Study complex accounting problem situations in a typical accounting group setting
- Identify the problems and issues of the various cases
- Research these problems and issues
- Focus on the analysis of alternative accounting treatments
- Make decisions on the most suitable accounting treatment for the problem or issue
- Support the decisions
- Obtain extensive practice in writing reports
- Confidently discuss accounting and financial reporting
- Practice presentation and debating skills
- Understand current issues facing the profession

Expected Learning Outcomes

This course is designed to enhance the understanding of accounting concepts, ethical principles, accounting policy, and current issues through the use of "real life" case studies and the application of technical knowledge and professional judgment in resolving case study problems and issues. This should result in developing superior analytical, research, communication and interpersonal skills through extensive writing and oral requirements.

Upon completion of the course, students should be able to:

- Demonstrate understanding of "overall fair presentation" (the US and International Accounting Standards requirement that financial statements should not be misleading) by identifying issues, considering accounting and financial reporting alternatives, and concluding on the appropriate alternative.
- Analyze complex accounting and financial reporting matters to identify (a) the related business and economic issues and (b) the related accounting issues, by individually studying "real life" cases and by discussing the issues in group settings.
- Research these complex situations and determine if there is more than one possible accounting concept alternative for solving the issues by using the electronic version of the FASB Accounting Standards Codification (ASC) and analyzing fact patterns specific to the circumstances.
- Determine, support and conclude on the most suitable accounting treatment by analyzing each alternative using case facts and specific GAAP that provide support for each alternative, and using the appropriate GAAP to conclude on which alternative provides the most reasoned basis for an "overall fair presentation" of the financial statements.
- Support conclusions by preparing concise written reports regarding (a) the determination of the complex problems and issues, (b) the research performed, (c) the alternative

accounting concepts considered, (d) the analysis of the alternatives, and (e) the selection of the most appropriate accounting concept treatment for a fair presentation in financial statements prepared in the “public interest.”

- Support conclusions by persuasive oral presentations of considerations and positions and by debating with others to professionally challenge alternative solutions presented.

Graduate Programs Student Learning Outcomes

Five Student Learning Outcomes for the Master of Accounting and Master of Business Taxation programs were developed by the USC Leventhal faculty and administration and filed with the AACSB, the accrediting body for accounting and business schools. This course will deal primarily with outcomes 1 through 4; outcome 5 will be covered in less depth.

1. Technical, Conceptual, Problem-Solving

Students will be competent in and be able to apply discipline-specific knowledge and skills in the fields of accounting or taxation. This learning outcome includes the development of critical thinking and problem solving skills, as well as an understanding of the strategic role of accounting and taxation in business organizations and society.

2. Professional Development

Students will be able to communicate clearly, and strategically, after considering the relevant audience, situation, and purpose of the communication. Students will develop the ability to work productively with others to accomplish established goals.

3. Research/Life-Long Learning

Students will be able to use relevant research databases and academic/professional literature to gain new knowledge and analyze business situations.

4. Ethical Principles and Professional Standards

Students will be able to apply ethical principles and professional standards in analyzing situations and making informed decisions.

5. Globalization and Diversity

Students will be able to demonstrate an international perspective and appreciation for diversity and cultural differences, along with their significance in global business.

Required Texts or On-Line References

Required Text	All materials are available on-line or will be posted to Bb
On-Line Research Tools	FASB Accounting Standards Codification (ASC) FASB Concept Statements AICPA Professional Standards PCAOB and AICPA Auditing Standards
Optional Text	ASC paper books can be purchased directly from the FASB

Case Studies

The course includes case studies to be completed individually or as a team. Each case analysis requires

- identifying the relevant accounting and financial reporting issue(s) relevant to the case facts;
- considering alternatives solutions for the issue(s);
- performing computer-based research of the accounting and/or auditing literature;
- concluding with a solution supported by generally accepted accounting principles; and
- preparing a written report to present your research, analysis and conclusions.

Each case will have a defined audience for the report; for example, company accounting personnel presenting to the auditors, auditors presenting to company accounting personnel, or accountants (company or auditors) presenting to non-accounting management.

For each case, selected individuals or teams will orally present their research, analysis and conclusions to the class and lead further discussion and analysis of the case. For some cases, a role-play will replace the oral presentation. The presentations, as well as the class discussions, will be counted as class contributions.

The analysis collected for grading will be evaluated from a perspective of:

- organization of the analysis,
- specific accounting standards studied for the case,
- issue identification,
- correlation of the issue(s) to stated case facts,
- alternatives considered,
- analysis of the alternatives,
- selection of an alternative as the solution,
- support for the selection,
- adequacy of conclusions,
- conceptual and technical adequacy,
- clarity and professionalism of the report, and
- clarity and professionalism of the presentation

Case Reports - Prepare a detailed written analysis of the case issues, outline the alternatives considered, and arrive at a conclusion supported by a description of how specific generally accepted accounting

principles provide a basis for the conclusion. Where journal entries for the case are appropriate, they can be added as an appendix to the written report. The report should include an executive summary to highlight the issue, alternatives considered, conclusion, and generally accepted accounting principles supporting the conclusion.

At the beginning of the class session, please submit a single printed copy of your case analysis. All cases need to include the standard case cover sheet and a completed time summary. Templates for the cover sheet and the time summary can be found on Blackboard.

Late submissions will not be accepted.

By 8:00 a.m. on the day a case is due, one person from each team will upload an electronic copy of the report to Blackboard (only the case report should be uploaded to Blackboard; do not upload the standard cover sheet nor the time summary)

The course work will also include video and in-class case studies, which will require research for presentation and discussion in class.

Class Preparation Requirements

Students are required to attend classes regularly in accordance with the Marshall and Leventhal policies. Students who come prepared for class and who contribute meaningfully to the discussions will receive contribution credit for that day's assignment. An overview of behavioral indicators that will be considered in assessing meaningful class participation/contributions is attached to this syllabus.

Participation in Team Work

Each student needs to participate fairly in the team work. If a student is not doing so, the group must discuss the situation with the student and, after discussing the situation with me, can divorce the student from the team. A student can be divorced from the team for the remainder of the term, or divorced from a particular assignment. If a student is divorced from a group assignment, the group must also discuss the divorce with the student and with me at least three full days before the assignment is due.

Any student so divorced from the team must perform all work individually and will automatically lose one full grade from the grade assigned to the assignment(s).

Any divorced student will not be able to participate in the presentations for the cases.

Examinations

There is no regularly scheduled make up time for exams. Any student who anticipates missing an exam should contact me by email before September 9. Documented evidence of emergency is the only valid excuse for unauthorized absence from an exam.

The material for the examination will be taken from course material studied and discussed in class, and from the case concepts and discussions.

Grading and Retention of Papers

- Examinations – **October 16 and November 25** 35%
- Team Cases & Assignments 25%
- Individual Cases & Assignments 25%
- Contribution in class, including role playing, presentations, discussions 15%

Grading for class contribution will be determined based on periodic short quizzes, leadership in the discussion of the course material, readings, and case discussions. The grading will be based on the information content (theory and understanding) in the presentation of the case team solutions, on the analysis of the cases, on the discussion of the alternatives, and on the support of the alternative selected as the solution. The grading will also include how the presenters respond to student questions and discussions, and on their individual presentations.

According to the Guidelines on Documents Retention, University policy requires that “final exams and all other grade work which affected the course grade” be kept for one year. Other papers or work that instructors hand back but that students fail to pick up will be held for one month.

Grading Policy

This course will adhere to the USC Leventhal School of Accounting and Marshall School of Business grading standards for graduate programs. In general, final course grades at the graduate level in a core (required) course average approximately B+ (3.3), but may vary based on class performance. For elective courses, the class average is usually higher -- approximating 3.5, which is between a B+ and an A-. You must receive a C or better to pass a required class, and you must have an overall B average (3.0 minimum) in order to graduate from USC. The graded elements of this course are listed in this syllabus along with information about how they will be evaluated.

Support Systems

Student Health Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255 – 24/7 on call

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors,

and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic that may be specified in applicable laws and governmental regulations.

<https://equity.usc.edu/>; titleix.usc.edu

Bias Assessment Response and Support (213) 740-2421

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://uscsa.usc.edu/trojans-care-4-trojans>

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.– 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://uscsa.usc.edu/about/>

Diversity at USC – <https://diversity.usc.edu/>

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24/7 on call.

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. dps.usc.edu; emergency.usc.edu

USC Department of Public Safety – Non-Emergency:

UPC: (213) 740-6000 – 24/7 on call

HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information. dps.usc.edu

Emergency Information

USC Emergencies	213-740-4321
USC Public Safety—Non Emergencies	213-740-6000
USC Emergency Information Line	213-740-9233
USC Information Line	213-740-2311
KUSC Radio	91.5

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Important Dates

Aug 26	First day of classes
Sept 2	USC Holiday
Sept 13	Last day to add/drop (with refund)
Oct 11	Last day to drop without a “W” (no refund)
Oct 17-18	Fall Break
Nov 15	Last day to drop with a “W”
Nov 27-Dec 1	Thanksgiving Recess
Dec 6	Last day of classes
Dec 11-18	Final exams
Dec 19-Jan 12	Winter Recess

The course schedule and list of important dates for ACCT 585 is attached as Appendix 1.

Academic Conduct and Integrity

Students are expected to make themselves aware of and abide by the University community’s standards of behavior as articulated in the [Student Conduct Code](#).

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11 Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

It is a violation of USC’s Academic Integrity Policies to share course materials with others without permission from the instructor. No student may record any lecture, class discussion or meeting with the professor without the professor’s prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including

summaries, Power Points, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and the professor.

Honor Code Guidelines for ACCT 585

These guidelines for ACCT 585 are in addition to and supplement the University Student Code of Conduct. Because of the nature of the subject matter in this course and because of the desire for each student to get the most out of this course, additional guidelines are being established for the ACCT 585 teams to follow when working on case solutions.

Research Sources

In researching sources for ACCT 585 case situations, students should **only** consider (use) the following sources, unless specifically identified by the professor:

- FASB Accounting Standards Codification
- FASB Concept Statements
- SEC Staff Accounting Bulletins
- SEC Division of Corporation Finance's Financial Reporting Manual
- PCAOB and AICPA Auditing Standards

Case Preparation Guidelines

1. The basic accounting and auditing research is a shared responsibility for all of the team members.
2. The research, development of issues, and accounting alternatives are only to be discussed within the team. Nothing about the case should be discussed with any of the other teams.
3. Each team member should argue his/her position within the team in order to arrive, to the extent possible, at a team solution. The Case Lead has the overall responsibility for the team's position. However, if a team member does not agree with the final decision, i.e., that the solution proposed by the team does not agree with GAAP/GAAS and will not result in a fair presentation, then that team member should prepare a separate paper, together with a documentation of the dissent to the team paper.
4. The paper should be written by the team member assigned (i.e., the Case Writer), but it should be reviewed, critiqued and approved by the Case Lead, and proofread and concurred by all other team members.
5. Research sources should be indicated.
6. The case cover sheet which includes an Honor Code Statement (posted to Blackboard) should be signed by each member of the team, and attached all case submissions.

Class Discussion Guidelines

1. In preparing for the class discussions, each student in a team may consider the comments and views of any other member of the team that supports the team solution.
2. When discussing the cases in class, the team members should present and discuss the merits of the team solution, unless the team member has dissented from the team position.

ACCT 585**PROFESSIONAL RESPONSIBILITIES IN ACCOUNTING: CONCEPTS, RESEARCH & POLICY****Syllabus Appendix 1****Course Schedule**

DAY	CLASS DATE	TOPIC	Deliverable	
1	Aug 26	Mon	Acctg Discussion: GAAP & GAAS; Meaning of Presents Fairly	
2	Aug 28	Wed	No Class Today - Assignment in Lieu of Class	Indiv
	Sep 2	Mon	LABOR DAY HOLIDAY	
			** Establish Teams **	
3	Sep 4	Wed	Research Tools; Navigating the ASC	
4	Sep 9	Mon	Acctg Research Process	Mini Case 1
5	Sep 11	Wed	Acctg Technical Memos & Presentations	
6	Sep 16	Mon	Case 1	CASE 1
7	Sep 18	Wed	Acctg Discussion: CON 8, 5 & 6 (Part 1)	
8	Sep 23	Mon	Acctg Discussion: CON 8, 5 & 6 (Part 2)	Mini Case 2
9	Sep 25	Wed	Case 2	CASE 2
10	Sep 30	Mon	Acctg Discussion: Income Stmt Classifications	Mini Case 3
11	Oct 2	Wed	Acctg Discussion: Acctg Changes & Error Corrections	Mini Case 4
12	Oct 7	Mon	Case 3 Part 1	CASE 3a
13	Oct 9	Wed	Case 3 Part 2 (Guest Speaker)	CASE 3b
	Oct 11	Fri	Optional Review Session - 11-1pm HOH 1	
14	Oct 14	Mon	Acctg Discussion: Inventory & Receivables Valuation	Mini Case 5 & 6
15	Oct 16	Wed	Exam 1	EXAM
	Oct 17-18		FALL RECESS	

ACCT 585**PROFESSIONAL RESPONSIBILITIES IN ACCOUNTING: CONCEPTS, RESEARCH & POLICY****Syllabus Appendix 1****Course Schedule**

DAY	CLASS DATE	TOPIC	Deliverable	
		** New Teams **		
16	Oct 21	Mon	Acctg Discussion: Subsequent Events	Mini Case 7
17	Oct 23	Wed	Case 4	CASE 4
18	Oct 28	Mon	Acctg Discussion: Stmnt of Cash Flows (Part 1)	
19	Oct 30	Wed	Acctg Discussion: Stmnt of Cash Flows (Part 2)	Mini Case 8
20	Nov 4	Mon	Case 5	CASE 5
21	Nov 6	Wed	Acctg Discussion: Income Taxes	
22	Nov 11	Mon	Case 6	CASE 6
23	Nov 13	Wed	Acctg Discussion: Segment Information	Mini Case 9
24	Nov 18	Mon	Acctg Discussion: Non GAAP Measures	
25	Nov 20	Wed	Case 7	CASE 7
	Nov 22	Fri	Optional Review Session - 9-11am JKP 110	
26	Nov 25	Mon	Exam 2	EXAM
	Nov 27	Wed	THANKSGIVING RECESS	
27	Dec 2	Mon	Acctg Discussion: Intangibles & Litigation	Mini Case 10 & 11
28	Dec 4	Wed	Acctg Discussion	
	Dec 11	Wed	Case 8 (Individual Case)	CASE 8 (Indiv)

AICPA Code of Professional Conduct

<https://www.aicpa.org/research/standards.html>

<https://www.aicpa.org/research/standards/codeofconduct.html>

Online Code of Professional Conduct

PDF as of December 15, 2014 Using Content as of August 31, 2016

- 0.100.01-.02 Overview of the Code of Professional Conduct
- 0.100.010.02 Principles and Rules of Conduct
- Appendix A Council Resolution Designating Bodies to Promulgate Technical Standards
- 1.310.001 Compliance with the Standards Rule
- 1.320.001 Accounting Principles Rule
- 1.320.030 Departures for GAAP

PCAOB Rules of the Board: Section 3. Auditing and Related Professional Practice Standards

<https://pcaobus.org/Rules/Pages/default.aspx>

Rules of the Board > Rules Section 3

- Rule 3100 Compliance with Auditing and Related Professional Practice Standards
- Rule 3101 Certain Terms Used in Auditing and Related Professional Practice Standards

FASB Accounting Standards Codification

www.asc.fasb.org [use AAA login for Professional View access]

- ASC 105 Generally Accepted Accounting Principles
[read ASC 105-10-05-01 through 105-10-05-03]

PCAOB Auditing Standards

www.pcaobus.org

<https://pcaobus.org/Standards/Auditing/Pages/default.aspx>

Standards > Auditing Standards > Auditing Standards

- AS 2815.03-.06 The Meaning of “Present Fairly in Conformity with Generally Accepted Accounting Principles

For Day 3

September 4

Navigating the ASC

- Information posted to Bb

For Day 7 & 8

September 18 & 23

FASB Concept Statement 8

On-line: <https://asc.fasb.org/concepts>

- The introductory statement [2 pages of text preceding the Contents page] pdf pages 5-6
- Chapter 1 The Objective of General Purpose Financial Reporting pdf pages 11-15; and skim the Appendix at pdf pages 16-24
- Chapter 3 Qualitative Characteristics of Useful Financial Information pdf pages 26-32; and skim the Appendix at pdf pages 33-42

FASB Concept Statement 5

On-line: <https://asc.fasb.org/concepts>

Recognition and Measurement in Financial Statements of Business Enterprises

- “Highlights” at pdf pages 2-4
- Paragraphs 1-90 at pdf pages 7-24

FASB Concept Statement 6

On-line: <https://asc.fasb.org/concepts>

Elements of Financial Statements

- “Highlights” at pdf pages 2-4
- Paragraphs 1-89 at pdf pages 8-26

For Day 11

October 2

Accounting Changes and Error Corrections

- ASC 250-10
[excluding 250-10-75; 250-10-S75]

ACCT 585 | Professional Responsibilities in Accounting | Fall 2019
Reading Assignments

For Day 16

October 21

Subsequent Events

- ASC 855-10
[excluding 855-10-75; 855-10-S75]

For Day 18

October 28

Statement of Cash Flows

- ASC 230-10
[excluding 230-10-75]

For Day 21

November 6

Textbook Chapter: Accounting for Income Taxes

Available on Bb

- Intermediate Accounting 17e, Kieso, Weygandt, Warfield
Chapter 19, pp. 19-01 through 19-38

For Day 23

November 13

Segment Information

- ASC 280-10
[excluding 280-10-75]

For Day 24

November 18

Non-GAAP Measures

Available on Bb

- SEC Compliance & Disclosure Interpretations ("C&DIs") of the rules and regulations on the use of non-GAAP financial measures. [Posted to Bb]

ACCT 585

PROFESSIONAL RESPONSIBILITIES IN ACCOUNTING: CONCEPTS, RESEARCH & POLICY

Syllabus Appendix 3

Behavioral indicators that will be considered in assessing meaningful class participation/contribution

Class participation/contribution is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by all students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students may be more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

Professionals offer their opinion in group settings many times during their career; class participation serves to prepare students for this business experience.

The evaluating of in-class participation for ACCT 585 is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from a business discussion and classroom learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

Class Contribution - Behavioral Anchor Rating Scale:

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance

- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Attends class: does nothing
- Distracts group / class
- Irrelevant discussion