

# Accounting and Finance Principles

## Contact Information

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**Preferred Contact:** via email first

You can expect a response within 48 hours.

## Course Description

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In this course, we will examine the role of accounting and financial management in the preparation, reporting and analysis of financial information. This topic is particularly important in today's economically challenging business world. Accounting and Finance concepts and principles serve as the bookends for our exploration. Clear principles and procedures are used to capture financial data, which can then be used to make economic and financial decisions. Specifically, the objective of this course is to present the fundamentals of accounting and finance to assist the non-accountant in understanding the financial statements of an organization and how financial information can be used in the management planning, control, and decision-making processes of both profit and non-profit seeking enterprises. Accounting is often called the language of business and as such, it is appropriate that as participants in the economic activities of our society we should have enough knowledge of this language to make informed decisions and judgements about our role in these economic activities.

We will also cover a series of topics that will enhance your understanding of financial information, financing techniques and options through financial and ratio-analysis. This will advance your ability to understand and make relevant financing and investment decisions or develop viable future business strategies.

As this is an accounting/ finance course we would expect some proficiency in basic quantitative or mathematical reasoning. **This course is worth 4 credit hours.**

### **COURSE OBJECTIVES**

After completing this course, you will be able to:

- Comprehend fundamental accounting principles, financial analysis tools, and general business theories.
- Define and identify the external and internal users of financial data and statements.
- Explain the goal of financial management and the potential conflicts of interest between managers and owners.
- Analyze the purpose of financial statements and determine their application to real world financial decision making.
- Understand the importance of financial statement ratios and their role in financial statement analysis. Develop specific skills, competencies and viewpoints needed by professionals in the field closely related to this course.
- Compute the future value, present value and the rate of return on an investment for projects that involve single or multiple cash flow(s).
- Understand how financial markets work and know the historical rate of returns and risks on various types of investments.
- Determine the significance of using accounting and finance principles from a business decision-making perspective.
- Demonstrate critical thinking and problem solving by applying course concepts to the analysis of transactions and financial data.

Express oneself orally and/or in writing related to concepts addressed in course.

## COURSE PREREQUISITES

There are no prerequisites need for this course.

This is an online course. You will need at minimum:

- Frequent access to a computer that connects to the Internet.
- A working e-mail account that you check regularly (and that is updated in Campus Connection)
- Access to a software suite such as Microsoft Office (Word, Excel, Power Point). If you do not have access to Office, you can download a free, open source alternative such as Open Office (<http://www.openoffice.org/>) that will give you the same basic functionality.
- Administrator access to a computer to install software.
- The ability to view video files, either in a streaming (Flash) or downloadable (mp4, mov) format.

## Required Materials

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### COURSE RESOURCES

To buy your books, go to <http://depaul-loop.bncollege.com>

### REQUIRED READING

*Accounting: What the Numbers Mean, 11th Edition* by David Marshall, Wayne W. McManus and Daniel F. Viele, ISBN:978-1-259-53531-4

All other required readings will be available via E-Reserves.

### **RECOMMENDED READING (NOT REQUIRED):**

Fraser, Lynn, Ormiston, Aileen, *Understanding Financial Statements, 8th Edition*, New Jersey, Pearson/Prentice Hall 2007

## Assessment

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### **GRADING SCALE**

<b>A</b>	95 to 100
<b>A-</b>	91 to 94
<b>B+</b>	88 to 90
<b>B</b>	85 to 87
<b>B-</b>	81 to 84
<b>C+</b>	77 to 80
<b>C</b>	73 to 76
<b>C-</b>	69 to 72
<b>D+</b>	65 to 68
<b>D</b>	61 to 64

<b>F</b>	60 or below
<b>INC</b>	Incomplete

**PLEASE NOTE: GRADES BELOW C- IN SNL COURSES DO NOT SATISFY COMPETENCE AND ARE NOT COUNTED TOWARD GRADUATION.**

## **PERCENTAGE DISTRIBUTION OF ASSESSMENTS**

<b>GRADING CATEGORY</b>
Discussions/Participation
Dropbox
Learn Smart Activities and Homework Problems
Final Assignments (Modules 10 and 11)
Total

## Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points will be deducted for late work.

## **GENERAL ASSESSMENT CRITERIA FOR ALL WRITING ASSIGNMENTS**

*All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.*

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors will not necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you will receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

## **DISCUSSION FORUMS**

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see “Course Expectations” in the syllabus.

A Course Q & A discussion forum is available to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask ‘process’ questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

## **Course Expectations**

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### **TIME MANAGEMENT AND ATTENDANCE**

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

## **YOUR INSTRUCTOR'S ROLE**

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

## **YOUR ROLE AS A STUDENT**

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

View this brief demo Taking SNL Online courses in D2L to learn how to navigate through your course.

*If you're new to SNL Online see additional resources on the course home page under Student Resources/Getting Started.*

## **COURSE NETIQUETTE**

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.

## Policies

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### ACADEMIC INTEGRITY

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) for further details.

**Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

## **DEPAUL UNIVERSITY INCOMPLETE POLICY**

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the [Incomplete Grade Contract Form](#).

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

## **DESCRIPTION OF PASS/FAIL GRADING OPTIONS**

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass **will earn credit hours toward degree completion but will not be included in computing grade point averages**. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but **will also be included in computing a student's grade point average**.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

**Please note:** There are three SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Foundations of Adult Learning (course number LL 250; competences L-2 and F-1), Advanced *Project* (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system that may instead be taken for a letter grade assessment if this is a student's preference. These classes are: Independent Learning Seminar (course number LL 103; competence L1); Writing to Competence (course number LL 260; competence L-4), Critical Thinking (course number LL 270; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9), and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail, although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wants to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing by the beginning of the third week of the quarter. For courses that meet fewer than ten weeks of the quarter, this request must be made by the beginning of the third week of the *course*. The grading basis may not be changed after these deadlines, with no exceptions.

## **FOR STUDENTS WHO NEED ACCOMMODATIONS BASED ON THE IMPACT OF A DISABILITY**

Students seeking disability-related accommodations are required to register with DePaul's **Center for Students with Disabilities** (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

**Loop Campus** - Lewis Center #1420 - (312) 362-8002

**Lincoln Park Campus** - Student Center #370 - (773) 325-1677

[csd@depaul.edu](mailto:csd@depaul.edu)

Students are also invited to contact their instructor privately to discuss your challenges and how the

instructor may assist in facilitating the accommodations you will use in this course. This is best done early in the term and the conversation will remain confidential.

## **DEAN OF STUDENTS OFFICE**

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us at <http://studentaffairs.depaul.edu/dos/>.

## **COPYRIGHT AND STUDENT PRIVACY**

In accordance with [DePaul's Acceptable Use Policy](#), commentary and materials within SNL Online classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved.

## **PROTECTION OF HUMAN SUBJECTS**

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competences in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

## **ASSISTANCE WITH WRITING – THE WRITING CENTER**

Consider contacting or visiting the **Writing Center** to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

## **Student Evaluations**

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At the end of this course, you will be provided with the opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue - the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

## **CREDITS**

This course was designed and produced by Bridgette Mahan and staff at SNL Online of the School for New Learning of DePaul University. This course is worth 4 credit hours

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