

## Syllabus for MBP-007

# PRINCIPLES OF FINANCIAL ACCOUNTING

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## COURSE DESCRIPTION

**Principles of Financial Accounting** is designed to help you learn to analyze and record business transactions; summarize these transactions; and prepare, interpret, and use financial statements. The course begins with the analysis of accounting statements, transactional analysis, and journal entries and finishes with the adjustment, closing, and evaluation of financial statements.

## COURSE TOPICS

- balance sheet
- income statement
- statement of cash flows
- relationships among financial statements
- debit and credit entries
- recording balance sheet transactions
- recording income statement transactions
- the journal
- the trial balance
- adjusting entries
- converting assets to expenses
- converting liabilities to revenue
- accruing unpaid expenses
- accruing uncollected revenue
- preparing the income statement
- preparing the balance sheet
- preparing the statement of retained earnings
- financial disclosures
- evaluating financial statements

## COURSE OBJECTIVES

After completing this course, you should be able to:

**CO 1** Explain the purpose and functions of accounting.

**CO 2** Identify the nature and importance of financial statements.

**CO 3** Analyze business transactions, explaining their effect on the financial statements.

**CO 4** Explain the accounting for revenues, expenses, assets, liabilities, and stockholder's equity.

**CO 5** Discuss the steps in the accounting cycle.

**CO 6** Prepare, interpret, and use basic financial statements: the income statement, the balance sheet, the statement of cash flows, and the statement of owner's equity.

## COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

### Required Textbook

- Williams, J. R., Bettner, M. S., & Carcello, J. V. (2021). *Financial and managerial accounting: The basis for business decisions* (19th ed.). McGraw-Hill/Irwin.

**Note:** The following ISBN is for the custom book edition containing only Chapters 2–5.

**ISBN-13: 978-1307809602**

## TECHNOLOGY REQUIREMENTS

- System: A personal computer system with camera, microphone, and speakers
- Programs: Microsoft Word, Excel, and PowerPoint

## COURSE STRUCTURE

**Principles of Financial Accounting** consists of **four** modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Introduction to Financial Statements and Their Role in Accounting**  
Course objectives covered in this module: 1, 2, 3, and 6
- **Module 2: Introduction to the Accounting Cycle and How to Capture Economic Events**  
Course objectives covered in this module: 2, 3, 4, 5, and 6
- **Module 3: Introduction to the Accounting Cycle and Accruals and Deferrals**

Course objectives covered in this module: 2, 3, 5, and 6

- **Module 4: Introduction to the Accounting Cycle and Reporting Financial Results**

Course objectives covered in this module: 2, 3, 5, and 6

## ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums, complete written assignments, and partake in review conference calls. See below for details.

Consult the Course Calendar for due dates.

### Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [SafeAssign](#).



### Discussion Forums

Discussion Forums are for individual learning, peer-to-peer instruction, and interaction with the course facilitator. You are encouraged to participate in online discussion a minimum of every other day. Using an alternating day engagement schedule enables you to monitor the evolution of topic discussions, ask clarifying questions, and contribute to content exploration. In addition, this approach provides time to reflect on your learning progress; review course materials, work and rework assignments, and check and confirm your understanding of course content and application. Also, it establishes a pace for class interaction.

You are expected to participate actively in online discussion forums. Your contributions enable and enhance individual and group learning. As an intensive course, its content must be learned and applied in specific periods of time. Therefore, it is recommended that you make an initial post to the discussion room no later than Wednesday of each week. The rationale for posting by midweek is that if you have questions, your peers and course facilitator can address them early in the week, promote understanding, and enable continuous learning. Moreover, posting by Wednesdays challenges you to complete the weekly readings, formulate questions, and respond to discussion questions. This practice helps to prevent waiting until the end of the week to engage course content and discussion, which can result in falling behind in the work and in turn feeling overwhelmed.

Remember: Don't suffer in silence! The course design, discussion forum engagement, and access to course facilitator are focused on creating a *community-of-learners* exploring, learning, and mastering course materials together. Through individual study, peer engagement, and facilitator guidance, you can advance through the preparatory courses and matriculate in the MBA degree program.

You are encouraged to post an initial response and at least one comment on other posts per week and per discussion question.

## Types of Posts

- One **substantive post** to the initial discussion question posted by the course facilitator
- One **contributory post** (comment) to one peer learner.

**Substantive Posts**—Substantive posts are your response to the initial discussion questions posed by the course facilitator in each discussion forum. The substantive post evidences your understanding of the theories, models, and applications of course topics under discussion. Typically, substantive posts are information rich and data-driven citing and/or incorporating content from course learning materials, as well as external sources including work experiences, professional journals, or newspapers. The substantive post acts as a topic foundation on which to build content insight toward application mastery.

**Contributory Posts**—Contributory post are comments to one or more peer learners. These posts extend or expand the responses of others. They define, clarify, and broaden everyone's understanding of work. Contributory posts build, challenge, and explore other's perspectives and applications of course materials. Like substantive posts, contributory posts are information rich and data driven. They are insightful responses contributing to everyone's understanding of and experience with the topics being discussed. However, these posts are not simple, non reference-supported response statements such as "Yes, I agree with you!" Instead, they are opportunities to explore topics through course materials and deepen your understanding and application of a topic in a supportive peer learning environment.

A discussion forum rubric can be found under **Evaluation Rubrics** in your course space.



## Written Assignments

You are required to complete written assignments consisting of content exercises and problems from the course textbook.



## Facilitator-Led Topic Review Session

In addition to weekly course discussions, the course facilitator provides a bi-weekly, 30-minute **Topic Review Session**. This interactive session reviews content, assignments, exercises, problems, and solutions. In addition, discussion questions and content questions are addressed. Coaching sessions will use Edison Live! in the Collaboration Space in Moodle.

## GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Discussion Forums (4)**—20%

- **Written Assignments (4)**—80%
  - Written Assignments 1–3 (30%)
  - Written Assignment 4 (50%)

The course is a noncredit course. The course grade is Credit (CR) / No Credit (NC). A weighted average of 60% or above on all course activities is necessary to pass the course and advance to the next preparatory course and into the MBA degree program.

## STRATEGIES FOR SUCCESS

### First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course, how to schedule exams, and how to get the most from your educational experience at Thomas Edison State University.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with Web-based learning be sure to review the processes for posting responses online and submitting assignments before class begins.

### Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and scheduling and taking examinations.
- Check Announcements regularly for new course information.

### Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process—not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

## ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to [ADA@tesu.edu](mailto:ADA@tesu.edu).

## ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)