Memorandum

September 8, 2008

To: Executive Committee
    Faculty Senate

From: Valerie Balester, Chair
        W Course Advisory Committee

RE: Request for course additions to the W Course graduation requirement

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W Course status requirement. Therefore, these courses should be included in the “W Designated Course” category to meet the writing intensive requirement for graduation.

Courses Submitted for Certification:

NONE

Courses Submitted for Recertification:

ACCT 407  Auditing
CHEM 481  Seminar
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair  
CC: James Flagg, Dept. of Accounting  
    James Benjamin, Head, Dept. of Accounting  
    Martha Loudder, AOC Dean, Mays College of Business  
DATE: September 8, 2008  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ACCT 407  

We recommend that ACCT 407, Auditing, be certified as a writing-intensive (W) course for the next four academic years (9/08 to 9/12). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria: 

1. Percentage of final grade based on writing quality: 30%  
2. Course content appropriate to the major  
3. Total number of words: 2000+  
4. Instructor to student ratio for one section: 1:25  

Major writing assignments are submitted in stages and students are allowed to resubmit papers to allow time for feedback and evaluation. A portion of class time is devoted to instant feedback by having students develop questions and material during class related to two major writing projects.  

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete course title):
   Accounting 407 - 002 Auditing

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: James Ford
Printed name and signature (Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) (Date)

Approvals:
College Dean: (Date)
Printed name and signature

Department Head: (Date)
Printed name and signature
AUDITING 407
Fall 2007

Instructor: James Flagg, Ph.D, C.P.A.
Office: 485N Wehner
Phone: 845-7607
E-Mail: J-Flagg@Tamu.Edu
Web Page: http://ACCT.TAMU.EDU/flagg
Office Hours: 9:00-11:00 TTH or by mutual agreement.

WARNING!!

*Please read this entire syllabus.*

There are no guaranteed grades. There are no minimum grades. If you need a certain grade to graduate, keep your scholarship, or remain at this great institution of higher learning, work hard all through the semester rather than just the middle or the end. Do not ask me to compromise my integrity in order for you to "just get by" or "just to graduate". It will not happen. If you are having problems understanding the material, with tests, with members of your group, or with any of the assignments, you are encouraged to see me ASAP and AFAN.

**The Wehner Building**

"We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the outstanding quality condition of these classrooms for current and future students. Thus, it is necessary for you to adhere to the firm policy of no beverages, food, tobacco products, or like items within the Wehner classrooms. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced. If you have a special condition that requires the intake of water during the class period, please see me. In this circumstance, an exception will be granted."

**Students with disabilities**

The Americans with Disabilities ACT (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life in 126 Koldus or call 845-1637.
Academic Honesty

The accounting profession has a long-established reputation for its high level of ethical conduct. The reputation reaches into the academic arena where the profession’s future leaders are being prepared. Thus, accounting students are expected to conduct themselves in a manner that is above reproach in their own course-related actions. Scholastic dishonesty is discussed in the University Rules (http://www.tamu.edu/aggiehonor). You are expected to be familiar with the University’s Policy on Academic Dishonesty. In addition, the following specific requirements will be expected in this class:

1. Strict individual performance on individual quizzes and exams, i.e., not copying answers from others, not discussing a question with another student in class. This includes the use of cell phones and text messaging devices;
2. Not passing or receiving information about a test or quiz to students in your section or in other sections of the course;
3. Not consulting notes or books during tests unless specifically permitted to do so;
4. Not copying solutions to assignments from other students, or providing solutions to other students.
5. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have that person’s permission. This also applies to using the work of another person who took this class in previous semesters.
6. The materials used in this course are copyrighted. The term “materials” includes, but is not limited to, syllabi, quizzes, exams, pre-prepared class notes, audit practice case assignments, and in-class materials. Because these materials are copyrighted, please do not copy them unless I expressly grant permission.

If any of these requirements are unclear to you, please consult with me before you complete any requirement of the course. I expect every student in my classes to share responsibility for preventing dishonesty of any kind. Academic integrity is considered a prerequisite for admission into the accounting profession.

Furthermore, for violating any of the above (items 1 through 6) I reserve the right to give you a failing grade for the respective assignment/exam AND a failing grade in the course. You have the right to appeal such decisions through the University appeals process and/or the University Honor Council.

Required Readings and References Sources

- The West Campus Library’s Resource Guide to Auditing and Accounting Information Resources 
  http://library.tamu.edu/portal/site/Library/menuitem.08f8053f808713de47031cd519008a0c/?v=nextoid=3d618944d32e0010VgnVCM1000007BOOaBcORCRD. This link is also located on the Mays Business Portal. The RIA Checkpoint with AICPA Materials and PWC’s Comperio are excellent resources.
- Fraud in a Financial Statement Audit: What Every Auditing Student Should Know About SAS No. 99
- TAMU Writing Center: http://uwc.tamu.edu
  The Writing Center website contains links to a wealth of information. Students should explore Webliography for various writing aids.
- Center for Public Company Audit Firms http://cpcaf.aicpa.org/
- Sarbanes-Oxley Act/PCAOB Implementation Central
  Summary of Sarbanes-Oxley http://thecaq.aicpa.org/Resources/Sarbanes+Oxley/
- PCAOB Auditing Standards No. 1: References in Auditors’ Reports to the Standards of Public Company Accounting Oversight Board; No. 2: An Audit of Internal Control over Financial Reporting Performed in Conjunction with an Audit of Financial Statements; No. 3: Audit Documentation; No. 4: Reporting on Whether a Previously Reported Material Weakness Continues to Exist; and No. 5: An Audit of Internal Control Over Financial Reporting That Is Integrated with an Audit of Financial Statements.
  http://www.pcaobus.org/Standards/index.aspx
- Learning Aids (see page 12 of this syllabus)
OBJECTIVES

1. To prepare students for a very profound and socially responsible profession.

2. To facilitate the development of professional judgment in materiality and risk assessment, in ethical conduct, in the application of generally accepted auditing standards, and in the determination of sufficient competent evidential matter for the purpose of rendering a professional opinion on financial statements or any other assertions made by your client. And to develop the necessary written and oral skills that will enable you to communicate your findings (opinion) to the many users of financial statements.

3. To convince you that the development of communication skills (writing and verbal) and problem solving abilities (which emphasize rational and logical solutions developed individually or in a group) are essential for success in public accounting, as well as in many other professions. It has been said that auditing is 20% technical and 80% social. In other words, you will spend a majority of your time interacting with your client and peers. Clear instructions must be communicated to staff, persuasive arguments must be made to clients, unambiguous documentation must be present in working papers, and unambiguous wording must be present in engagement letters and contracts.

Your ability to express your knowledge and ideas orally and in writing will be critical to your professional success. You will need to effectively communicate highly technical information to both peer audiences and laypersons. This course will provide opportunities to enhance your ability to strategically organize a memorandum or report, and to present information in a well organized, compelling manner. These opportunities will come in the form of a pedagogy commonly referred to as “Problem-Based Learning (PBL).” PBL fosters a classroom environment in which you, the student, are confronted first with a problem and then you must determine how much and what type of information you need to solve the problem. You are actively looking for information rather than having it provided to you as in the typical classroom setting. Much of the technical material that you learn in this class will be obsolete in 5 to 10 years. With PBL, you will learn how to learn new material rather than memorizing it.

4. **You are encouraged to think rather than memorize. Ambiguity is King**

5. To expose students to the degree of skill and knowledge required to obtain the CPA license. This license is a measure of minimum excellence, nothing more. You are encouraged to exceed this minimum level of understanding.
6. In addition, each chapter has a list of learning objectives with which you should become thoroughly familiar. By the end of the semester you should be able to:

- Understand the Code of professional conduct as it specifically relates to the auditor's financial and managerial independence from the client it represents.
- Understand that business viability and profitability assessments are essential elements of financial statement auditing. In obtaining this understanding you will learn that a company's viability and profitability are functions of numerous business processes and interdependencies (Business Risks) both internal and external to the company.
- Identify major deficiencies in an unqualified, qualified, adverse, or a disclaimer audit report.
- Identify internal control strengths and weaknesses (and how to correct such deficiencies) in a typical business environment and how such controls affect assessment of audit risk.
- Understand the auditor's responsibility for detecting fraud in a financial statement audit. Professional skepticism has always played an important part in the planning and execution of an audit. Post Enron/Andersen, a CPA's "due professional care" has taken a front row seat in the minds of regulators, investors, and the general public. Therefore, additional emphasis will be placed on fraud and intentional misstatements.
- Write a generic audit program for testing specific internal controls and performing specific substantive tests for the purpose of verifying any or all of management assertions.
- Identify and understand the nature of the auditor's legal liability under statutory law and common law.
- Understand the current auditing environment as defined by the PCAOB and Sarbanes-Oxley.

Your ability to perform all of the above will be tested using quizzes, exams, and in several assignments that are submitted during the semester.

CLASS ETIQUETTE
The fall is always an extremely busy time for students. There are always extracurricular activities including sports and, of course, the greatest sporting challenge of all, finding a job. I am almost positive that missing classes because of any of the above do not fall under University excused absences. However, if you have a job interview that conflicts with a scheduled exam and your potential employer is not sympathetic, please see me ASAP. Please note that this applies to exams and not to assignments. Except for University absences, no allowances will be made for missed assignments.
In addition, some of you are taking a full load this fall and have a full or part time job. Although there are other demands on your time, each class day is extremely important. While your daily attendance is not mandatory, it is vital to your success in this class. Information is often provided that is not in the text. As a result, you will be responsible for all material covered in class and for any changes in the syllabus whether you grace us with your presence or not.

Promptness is expected. However, the instructor can be 5 minutes late. Any avoidable late interruptions are both rude and unprofessional.

You are expected to read the chapters before the appropriate class period. No Joke!

The due dates for the projects and exams are not flexible. You are, therefore, encouraged to plan ahead!!

Writing Assignments
Written assignments include individual and group assignments. All written assignments will be due on the date indicated (below). Late assignments will receive a 20% point reduction for each day beyond the due date.

Each assignment will be evaluated, in part, for grammatical correctness, but more emphasis will be placed on the clarity and persuasiveness of your writing. Throughout the semester (5%) I will discuss overall benchmarks, firm expectations, for professional writing and the preparation of working papers, including memos. Your ability to communicate will be judged from the vantage point of an in-charge accountant, a manager, a partner, a CFO, or a president reviewing your work product.

The group written assignments will come from the comprehensive audit case, Apollo Shoes, which will be due in stages throughout the semester (see further discussion below). Although each group member is responsible for the entire report/project, the work is often divided among the group members. When this is done, a consistency of style problem is created. The writing style, page formatting, and tic mark explanations of each person varies. Therefore, it is important that you edit the entire document so that the “flow” does not change from one page to the next and that conclusions reached are not incongruous with the other parts of the project/report.

You will also write a memo (two page minimum) on a prescribed topic based, in part, on the viewing of an audit video. The video will be viewed in class only (see further discussion below). In addition, there will be 4 individual writing assignments (WA); the lowest graded assignment will be dropped. The individual assignments are selected from questions at the end of the chapters (see WA chart below). Answering the chapter questions will be an individual effort; the Aggie Honor Code will be in affect.
<table>
<thead>
<tr>
<th>Individual written assignments----(WA)</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem 12.48: As the staff on the engagement, write a memo to the ICA identifying the deficiencies in the report. Use a bullet format.</td>
<td>September 24th</td>
<td>20</td>
</tr>
<tr>
<td>2. Problem 4.47: Write a memorandum as indicated and identify areas of potential misstatements.</td>
<td>October 17th</td>
<td>20</td>
</tr>
<tr>
<td>3. Problem 7.63: Write a memo detailing the audit approach portion of the case using the proscribed format.</td>
<td>November 7th</td>
<td>20</td>
</tr>
<tr>
<td>4. Problem 8.41: Write a memo identifying the suspect and justify your suspicions.</td>
<td>November 19th</td>
<td>20</td>
</tr>
</tbody>
</table>

**Apollo Shoes Case (350 points)**

Apollo Shoes is an audit case designed to introduce you to the entire audit process, from planning the engagement to drafting the final report. Although you will not be asked to complete the entire project, it is HIGHLY recommended that you read and review (scan) all sections. There will be information in sections that you do not complete that will facilitate your understanding and completion of the required sections. Contrary to actual practice, the information in the case is sequential in nature in order to ease you into the process. Begin with the first tab: Planning, and work through the documents/links in this tab in the order they are listed. Then move on to the next tab: Internal Control, and so on. The case is available online through the publisher of your text book: McGraw-Hill Irwin at [www.mhhe.com/louwers1e](http://www.mhhe.com/louwers1e).

The case will be due in 9 assignments (350 points) as indicated below. **Please note that your page numbers and the page numbers below may be different. If you are having trouble locating the assignment by the page number, please look for the title/name of the assignment.**

1. **Engagement letter**—10 points
   
   Your text is out of date regarding engagement letters. Therefore, you will have to do some research to get the most current engagement letter format.  
   
   **Page 4**  
   
   Due 9/10

2. **Trial Balance** (T/B format)—20 points  
   
   **Page 40**  
   
   Due 9/10

3. **Memo on Minutes**—10 points  
   
   **Page 36**  
   
   Due 10/8

4. **Analytical Review** (B/S format)—30 points  
   
   **Page 43**  
   
   Due 10/15

5. **Internal Control Questionnaire**—Sales Transaction Processing (30 points) and Revenue Cycle (30 points); Memo on Problems Bradley Found (10 points)  
   
   **Page 50**  
   **Page 128**  
   
   Due 10/15

6. **Internal Control Evaluation**: Bridge WP on Strengths and Weaknesses in Revenue Cycle (30 points); Memo on Problems Bradley Found (10 points)  
   
   **Page 57**  
   **Page 58**  
   
   Due 10/22

7. **Substantive Test**—Cash: Lead Schedule; Confirmations; Bank Reconciliations —50 points  
   
   **Page 63**  
   
   Due 11/26 or 11/28

8. **Substantive Test**—Accounts Receivables: Lead Schedule; Memo, Confirmation Control; Allowance for Doubtful Accounts—50 points  
   
   **Page 74**  
   
   Due 11/26 or 11/28

9. **Substantive Test**—Liabilities: Lead Schedule; Search for Unrecorded Liabilities; Notes Payable—50 points  
   
   **Page 122**  
   **Page 128**  
   
   Due 11/30 Friday (no later than 5:00 pm)
Except for Apollo 9, all assignments will be returned to you with “review notes”. You must make corrections (clear the review notes) and turn in a corrected assignment (plus the original) in order to get full credit. You can resubmit your assignments as often as you want until November 28th at 5 pm. I will try to have a 24 hour turn-around on resubmissions. Please do not take advantage of this opportunity to get full credit by first submitting woefully inadequate working papers as your “first submission” with the idea of resubmitting them after I have told you what is wrong with them. Such submissions will, at my discretion, receive a permanent 20 point reduction.

You will be given a check-list of certain procedures that must be performed on every working paper. Prior to submitting your work, you should review this check-list to make sure your working paper is complete. This will reduce the number of review notes you will get. Please do not turn in the check list.

You must include an audit program for each major work section (e.g., internal control evaluations, substantive test for cash) with your final submissions. Although the audit program is only required with the final submission, I would strongly suggest you follow the audit program steps as you perform the work. Do not wait until it is too late to find out that you have not performed a required audit program step. Standard audit programs are included in the relevant chapter appendix of the course text book.

The following Apollo assignments are not required to be completed. However, it is HIGHLY recommended that you read (scan) through these assignments to determine if they contain information relevant to the required assignments indicated above.

- Staffing Memo—page 4
- Specific Audit programs—page 35
- Materiality Memo—page 44
- Memo on Fraud—page 45
- Memo on IT System—page 46
- Bridge WP on strength and weaknesses of the purchasing cycle—page 61
- Substantive Tests—Property, Plant, and Equipment—page 118
- Substantive Tests—Inventory—page 88
- Substantive Tests—Prepaid—page 112
- Control Evaluation and Substantive Tests on Payroll—page 128
- Substantive Tests—Revenues and Expenses—page 135
- Substantive Tests—Stockholders Equity—page 138
- Adjusting Entries—page 143
- Management Estimates—page 144
- Draft Financial Statements—page 145
- Draft Audit Report—page 146
Video Presentations and Memos (90 pts)
You will see a video entitled "Dermaceutics" at some point in the semester. This video is an example of what you might expect in a real live audit (e.g., the initial acquisition of the client, planning of the audit, performing tests of transactions/balances, the issuance of the audit report) in the pharmaceutical industry and to show you that what you will learn throughout the semester really occurs in practice. The video is old and the acting leaves a lot to be desired but it is a fair rendition of a real live audit.

You will receive 20 points for merely watching the video. You are also required (individually) to write a memo (typed), two page minimum, on how materiality affects the audit process and what factors the auditors considered in making their determination in the video. (Note: The concept of materiality is discussed several times in the video). Finally, you should state whether or not these factors were appropriate and justify your answer using the auditing/accounting literature (two resource minimum) as well as facts from the video. You should AVOID excessive use of quotations and/or simply "cut and pasting" the authoritative literature. Materiality is covered in several auditing standards, in your text, and in the SEC Staff Accounting Bulletin No. 99 (SAB 99) as well as several auditing standards. SABs reflect the Commission (SEC) staff's views regarding accounting-related disclosure practices. You can access SABs through the SEC's web site (http://sec.gov/). Auditing standards are available on-line directly through the West Campus Library (http://library.tamu.edu) and through various links (PWC's Comperio and the RIA Checkpoint with AICPA Materials) on the Mays Business Portal.

You will get one shot at watching the video. I will not accept the "memo" if you have not attended the class video. I will take attendance to remove the temptation to "get the notes" from a fellow student. Your job is to come prepared by reviewing whatever background material you think necessary and to take copious notes so that you can later write your memo. Yes, you can compare notes with your group members, but your memo will be your own work; the Aggie Honor Code is in effect.

And no, you cannot bring popcorn!
Check points and end of the chapter problems (zero pts)
Problems, including the entire chapter check points, are assigned for each chapter. Except for the designated writing assignments, these problems will not be collected but they should still be completed to facilitate your preparation for each exam. Yes, some exam questions will come directly from the chapter problems. Copies of the solutions for the end of the chapter problems and chapter check points will be made available via the Mays Portal. WARNING: Do not memorize the suggested answers. You will be wasting precious time. Do not look at the solution prior to attempting the homework problem; you will not get the maximum benefit. Do not automatically assume that the solution is correct and that your answer is incorrect; publishers and authors can and do make mistakes. Please see me for any and all clarifications.

EXAMS and Quizzes (500 pts)
There will be 5 quizzes (drop lowest), 2 exams, and final. The quizzes will be a combination of multiple-choice and matching. The exams will be multiple-choice and essay. The essays will be the writing component and represent at least 25% of the examination grade.

The final exam will be CUMULATIVE; 50 multiple choice and no essay.

Make-up exams will only be given for University excused absences.

TOTAL POINTS AVAILABLE:

Your grade in this course will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Exam</td>
<td>100</td>
</tr>
<tr>
<td>Second Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Dermaceutics</td>
<td>90</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>60</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Apollo</td>
<td>290</td>
</tr>
<tr>
<td>Total points</td>
<td>940</td>
</tr>
</tbody>
</table>

Breakout of Essay/Writing Requirements (not part of original syllabus):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>50</td>
</tr>
<tr>
<td>Dermaceutics</td>
<td>70</td>
</tr>
<tr>
<td>Writing</td>
<td>60</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Apollo</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>254</td>
</tr>
</tbody>
</table>
Grades will be assigned based on the standard scale as indicated below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;940*.9</td>
</tr>
<tr>
<td>B</td>
<td>&gt;940*.8&lt; A</td>
</tr>
<tr>
<td>C</td>
<td>&gt;940*.7&lt; B</td>
</tr>
<tr>
<td>D</td>
<td>&gt;940*.6&lt;C</td>
</tr>
<tr>
<td>F</td>
<td>&lt; D</td>
</tr>
</tbody>
</table>

**Learning Aids**

The following handouts are available on my web page. These handouts serve to summarize some of the course content. They are not provided as substitutes for reading the assigned material but merely to facilitate your overall understanding.

1. Summary of issues surrounding auditor's legal liability.
2. Summary of departures from standard audit report.
3. Summary of understanding of internal controls required to plan the audit.
4. Summary of examples of select management assertions matched with control procedures.
5. Summary of assertions matched with substantive tests for certain balance sheet accounts.
6. Simplistic audit program for accounts receivable.
7. Summary of key issues in the audit of information systems.
8. Sample exam questions and answers from various sources.

**Note:** Chapter power point slides are available through the publisher's web site.
Some Myths and Realities about Learning Auditing (Author Unknown)

**Myth 1:** "I read the chapters and do all of the assignments but my grade doesn't show what I have learned."

**Reality 1:** Reading the chapters and doing the homework provide a minimum understanding and therefore a minimum grade. Above average grades require additional work such as asking questions and participating in class discussions.

**Myth 2:** "I did learn a lot from the projects, but I wasted a lot of time just trying to figure out exactly what I was doing."

**Reality 2:** It may have taken a lot of time, but that time was not wasted. You were thinking, and you learned more than you would have if you were told exactly what to do.

**Myth 3:** "Unless a student has the opportunity to spend time with other students in the class discussing their interpretations of the assignments, he or she may be left out in the cold."

**Reality 3:** There is insufficient class time to discuss all topics in depth. Out of class discussions of concepts and interpretations are encouraged. Where out of class assignments are involved everyone should do their own thinking and submit their own work.

**Myth 4:** "In doing the cases and projects there should be more guidance because it is frustrating to try and complete something by a deadline when you really don't know what you are doing."

**Reality 4:** In the future you will always have a deadline and you will seldom know exactly how to do what you have been assigned to do. As soon as you master one task, you will be assigned another unfamiliar one (with a deadline).

**Myth 5:** "I didn't miss one day of class and still feel like I have not accomplished anything."

**Reality 5:** Merely showing up for class provides no assurance of accomplishment. Preparation and active class participation are necessary.

**Myth 6:** "Increase the guidance given on the cases and project so that you can concentrate on learning 'how to' instead of worrying if you have done what you are supposed to."

**Reality 6:** The most important thing you can learn in this course is how to identify problems. In the future they will not be identified for you. Determining how to deal with a problem is usually simple once the problem has been identified.
Bill Gates recently gave a speech at a High School about 11 things they did not and will not learn in school. He talks about how feel-good, politically correct teachings created a generation of kids with no concept of reality and how this concept set them up for failure in the real world. I think some of what he said applies to college students as well. Which of the following, if any, do you think applies to college students?

Rule 1: Life is not fair - get used to it!

Rule 2: The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

Rule 3: You will NOT make $60,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.

Rule 4: If you think your teacher is tough, wait till you get a boss.

Rule 5: Flipping burgers is not beneath your dignity. Your Grandparents had a different word for burger flipping; they called it opportunity.

Rule 6: If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

Rule 7: Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you thought you were. So before you save the rain forest from the parasites of your parent's generation, try delousing the closet in your own room.

Rule 8: Your school may have done away with winners and losers, but life HAS NOT. In some schools, they have abolished failing grades and they'll give you as MANY TIMES as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

Rule 9: Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you FIND YOURSELF. Do that on your own time.

Rule 10: Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.

Rule 11: Be nice to nerds. Chances are you'll end up working for one.
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</th>
</tr>
</thead>
</table>
| August 27<sup>th</sup> Monday | • Enroll in the correct 407 section on the Mays Portal. I have two sections: 505 and 900. Section 505 meets 8:00-9:15 and 900 meets 9:35-10:50. Please enroll in the correct section according to your course schedule.  
• Select groups (minimum three, maximum five). Email me the names and email addresses of each group member no later than September 5<sup>th</sup>. Please type "407 Group" in the subject line | No Class | Chapter 1 (skim)  
Chapter 2 | Chapter 1: All MCQs, 1.42, 1.46, 1.47  
Chapter 2: All MCQs, 2.39, 2.40, 2.48  
Module B: All MCQs, B.45, B.47, B.51(b), B.51(e) |
| August 29<sup>th</sup> Wednesday | No Class | No Class | No Class |
| September 3<sup>rd</sup> Monday | Auditing & Assurance Services  
Professional Standards | Chapter 12: All MCQs, 12.46, 12.47, 12.49, 12.52, 12.53, 12.62, 12.69  
**DUE:** Apollo 1 [you will need to research/find the most current engagement letter format] and Apollo 2 (Should be also begin thinking about Apollo 3) | Quiz #1  
Module B—continued |
| September 5<sup>th</sup> Wednesday | Professional Standards  
Professional Ethics | Chapter 12 | Chapter 12—continued—  
Chapter 11 (pages 410-414) |
| September 10<sup>th</sup> Monday | Audit Reports | Chapter 12 | Chapter 12: All MCQs, 12.46, 12.47, 12.49, 12.52, 12.53, 12.62, 12.69  
**DUE:** Apollo 1 [you will need to research/find the most current engagement letter format] and Apollo 2 (Should be also begin thinking about Apollo 3) |
| September 12<sup>th</sup> Wednesday | Audit Report  
Subsequent Events, Dual Dating, Subsequent Discovery of facts | Chapter 12 | Chapter 12—continued—  
Chapter 11 (pages 410-414) |
| September 17<sup>th</sup> Monday | Audit Reports  
Reviews, Compilations, and Special Reports | Chapter 12 | Chapter 12—continued—  
Module A: All MCQs relating to the assigned pages, A.42, A.43, A.45, A.46 |
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</th>
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<tbody>
<tr>
<td>September 19&lt;sup&gt;th&lt;/sup&gt; Wednesday</td>
<td>CableCo Video</td>
<td>None</td>
<td>Extra Credit Questions given out in class</td>
</tr>
</tbody>
</table>
| September 24<sup>th</sup> Monday | Management Fraud and Audit Risk Engagement Planning | Chapter 3 Chapter 4 | Chapter 3: All MCQs, 3.47, 3.51, 3.53, 3.57  
Chapter 4: All MCQs, 4.48, 4.49, 4.50, 4.55  
DUE: WA #1 (Prob. 12.48—There are at least 10 errors. Full credit requires the identification of at least 7 errors) |
| September 26<sup>th</sup> Wednesday | Management Fraud and Audit Risk Engagement Planning | Chapter 3 Chapter 4 | ------continued------ |
| October 1<sup>st</sup> Monday | Exam 1 | Exam 1 | Exam 1 |
| October 3<sup>rd</sup> Wednesday | Basic accounting records, documents, and cycles Discussion of accounting system group exercise | None | None |
| October 8<sup>th</sup> Monday | Hands on accounting system group exercise | None | Due: Apollo 3  
(Should be thinking about Apollo 4, 5, and 6) |
| October 10<sup>th</sup> Wednesday | Internal Control Evaluation: Assessing Risk Read Appendix 5A | Chapter 5 | Chapter 5: All MCQs, 5.60, 5.62, 5.64, 5.66, 5.71  
5A.17, 5A.20 |
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</th>
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<tbody>
<tr>
<td>October 15&lt;sup&gt;th&lt;/sup&gt; Monday</td>
<td>Internal Control Evaluation: Assessing Risk</td>
<td>Chapter 5</td>
<td>Chapter 5—continued—</td>
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<td>DUE: Apollo 4 and 5</td>
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<tr>
<td>October 17&lt;sup&gt;th&lt;/sup&gt; Wednesday</td>
<td>Employee Fraud and the Audit of Cash Apollo Case</td>
<td>Chapter 6</td>
<td>Chapter 6: All MCQ, 6.43, 6.45, 6.46, 6.48, 6.49, 6.52</td>
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<td></td>
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<td>DUE: WA #2 (Prob. 4.47)</td>
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<tr>
<td>October 22&lt;sup&gt;nd&lt;/sup&gt; Monday</td>
<td>Employee Fraud and the Audit of Cash</td>
<td>Chapter 6</td>
<td>Chapter 6—continued---</td>
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<td>DUE: Apollo 6</td>
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<td></td>
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<td>(Should also be thinking about Apollo 7,8,9)</td>
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<tr>
<td>October 24&lt;sup&gt;th&lt;/sup&gt; Wednesday</td>
<td>Employee Fraud and the Audit of Cash Revenue &amp; Collection Cycle</td>
<td>Chapter 6</td>
<td>Chapter 6—continued—</td>
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<tr>
<td></td>
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<td></td>
<td>Chapter 7: All MCQs, 7.54, 7.58, 7.59, 7.61, 7.66, 7.69</td>
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<tr>
<td>October 29&lt;sup&gt;th&lt;/sup&gt; Monday</td>
<td>Revenue &amp; Collection Cycle</td>
<td>Chapter 7</td>
<td>Chapter 7—continued—</td>
</tr>
<tr>
<td>October 31&lt;sup&gt;st&lt;/sup&gt; Wednesday</td>
<td>Demerceutics Video</td>
<td>See syllabus</td>
<td>Memo on Demerceutics due November 20&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>November 5&lt;sup&gt;th&lt;/sup&gt; Monday</td>
<td>Revenue &amp; Collection Cycle</td>
<td>Chapter 7</td>
<td>Chapter 7—continued—</td>
</tr>
<tr>
<td>DATE</td>
<td>DISCUSSION TOPIC</td>
<td>READING ASSIGNMENT</td>
<td>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</td>
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<tr>
<td>November 7th, Wednesday</td>
<td>Acquisition &amp; Expenditure Cycle</td>
<td>Chapter 8</td>
<td>Chapter 8: All MCQs, 8.38, 8.39, 8.43, 8.45</td>
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<td>DUE: WA # 3 (Prob. 7.63)</td>
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<tr>
<td>November 12th, Monday</td>
<td>Exam 2</td>
<td>Exam 2</td>
<td>Exam 2</td>
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<tr>
<td>November 14th, Wednesday</td>
<td>Finance &amp; Investment Cycle</td>
<td>Chapter 10</td>
<td>Chapter 10: All MCQs, 10.46, 10.47</td>
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<tr>
<td></td>
<td>Focus will be on LTD (Pages 359-372)</td>
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<tr>
<td>November 19th, Monday</td>
<td>Completing the Audit Pages 396-410 and 414-416</td>
<td>Chapter 11</td>
<td>Chapter 11: All MCQs, 1.50, 11.53, 11.56, 11.57</td>
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<td></td>
<td>DUE: WA# 4 (Prob. 8.41)</td>
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<td>Due: Dermaceutics memo (2 page minimum, font size 12; spacing: no greater than double)</td>
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<tr>
<td>November 26th, Monday</td>
<td>Auditor’s legal Liability and SEC Reporting</td>
<td>Module C</td>
<td>Module C: All MCQs, C.55, C.56, C.59, C.60, C.64, C.66, C.68</td>
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<td>DUE: Apollo 7 and 8 (You can turn this in on Wednesday—29th—but I urge you to turn it in on the 27th in order to have time for resubmissions)</td>
</tr>
<tr>
<td>DATE</td>
<td>DISCUSSION TOPIC</td>
<td>READING ASSIGNMENT</td>
<td>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</td>
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<tr>
<td>November 28th</td>
<td>Auditor’s legal Liability and SEC</td>
<td>Module C</td>
<td>Module C—continued—</td>
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<tr>
<td>Wednesday</td>
<td>Reporting</td>
<td></td>
<td>Due: Apollo 7 and 8</td>
</tr>
<tr>
<td>November 30th</td>
<td>Apollo Case—all sections due</td>
<td></td>
<td>DUE: Apollo 9 plus all sections previously reviewed. Apollo 9 will be the only section you turn in without a pre-clearance review.</td>
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<tr>
<td>Friday—not a class</td>
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<td>day</td>
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<tr>
<td>Final exam</td>
<td>Final exam</td>
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<td>Final exam</td>
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<tr>
<td>Section 900</td>
<td>Section 900</td>
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<td>Section 900</td>
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<tr>
<td>December 10th</td>
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<td>December 10th</td>
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<td>8:00-10:00am</td>
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<td>Final exam</td>
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<td>Final exam</td>
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<tr>
<td>Section 505</td>
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<td>Section 505</td>
<td>Section 505</td>
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<td>December 7th</td>
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<td>December 7th</td>
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<td>10:00 am-12:00 noon</td>
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<td>10:00 am-12:00 noon</td>
<td>10:00 am-12:00 noon</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Holly Gaede, Dept. of Chemistry
    Michael P. Rosynek, Head, Dept. of Chemistry
    Tim Scott, AOC Dean, College of Science

DATE: September 8, 2008

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: CHEM 481

We recommend that CHEM 481, Seminar, be certified as a writing-intensive (W) course for the next four academic years (9/08 to 1/13). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality (60%)
2. Course content appropriate to the major
3. Total number of words (3000-4000)
4. Instructor to student ratio for one section: 1:10

The instructor provides feedback on essay drafts and peer review is incorporated into the revision process. Lecture, discussion, sample assignments, and in-class writing exercises are all used to provide writing instruction.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   CHEM 481 Seminar

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: [Signature]
(Course Instructor/Coordinator) 7-22-08

Received: [Signature]
(W Course Coordinator, University Writing Center) 7-31-08

Approvals:
College Dean: Valerie Balester 7-31-08
Department Head: [Signature] 7-31-08

RECEIVED
JUL 25 2008
BY: 23 of 27 D
PRESENT SYLLABUS

Chemistry 481 Seminar: Chemistry and Society Spring 2007

Instructor
Dr. Holly C. Gaede; CHEM 001A; 458-3337; hgaede@mail.chem.tamu.edu

Class Meetings
Section 901: Wednesdays 3:00 – 3:50 in CHAN 2101
Section 902: Fridays 3:00 – 3:50 in CHAN 2122

Office Hours TBA

Neo Email
I will send reminders and clarifications to you through neo, so please check your accounts often.

Course Objectives
In this course you will
- Strengthen oral and written communication skills
- Be reminded how to access chemical information and search the chemical literature
- Become adept at reading the scientific literature
- Study a specific chemical topic deeply
- Bring together concepts learned in other chemistry courses
- Consider the role of science and technology in society

Required Text

Lecture notes, links to readings, assignments, etc. will be available at the WebCT course web site found at http://elearning.tamu.edu/.

Software
EndNote bibliographic software (available for free to TAMU students) will be extremely helpful in completing your assignments.

Writing Help
- Schedule a conference with me.

Course Requirements
This is a writing-intensive course. Accordingly, most of your grade comes drafting, reviewing, and revising scientific writing. You will have several written assignments, all of which will require library research. In addition, you will have two oral presentations. You will provide written feedback for your peers’ oral and written work. There will be additional in-class assignments that will also count toward your final grade.

Attendance
A major component of this course is peer review of written work and oral presentations. Therefore, class attendance is of critical importance for academic success. Attendance is required except as allowed by the University rules on excused absences. If you have an excused absence, it is your responsibility to complete the work that you have missed. (http://student-rules.tamu.edu/rule7.htm) You will not be allowed to make up work for an unexcused absence, and will receive a zero for assignments completed in class. (e.g. peer review of written or oral presentations)
PRESENT SYLLABUS

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Aggie Honor Code
"An Aggie does not lie, cheat or steal, or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Additional information about the Aggie Honor Code can be found at: http://www.tamu.edu/aggiehonor/

The consequences for plagiarism of any kind will be, at a minimum, a zero on the assignment in question.

Grading

<table>
<thead>
<tr>
<th>Annotated Bibliography</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper Article</td>
<td>15%</td>
</tr>
<tr>
<td>Scientific Review Article</td>
<td>25%</td>
</tr>
<tr>
<td>In-Class Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Presentation 1</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Presentation 2</td>
<td>25%</td>
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</tbody>
</table>

Grading Scale
A - 90-100%
B - 80-90
C - 70-80
D - 60-70
F - Below 60

These cut-offs may be lowered by a couple of percentage points, but they will not be raised.

Late Policy
The due dates and times for all assignments are specified clearly in the syllabus. It is important for the review process that all assignments come in on time. The assignment grade will be immediately lowered by one letter grade (10%) if it is handed in past the deadline, i.e. the beginning of the class period. For each additional 24 hours the assignment is late, the grade will be lowered by an additional 5%. Assignments that are past-due by more than one week will not be accepted and will receive a grade of 0.

Work Outside of Class
It is generally agreed that one hour of class time should require 2-4 additional hours of work outside of class. Therefore, you should expect to spend on average about 3 hours per week on this course. That work is not necessarily evenly distributed throughout the semester: most of you will devote many hours in the weeks that assignments are due, and almost none when you have nothing to hand in. Because all assignments will be distributed today, you can work steadily throughout the semester if you prefer.

Survey
You will receive an email asking you to complete a web-based survey. Please complete it promptly. This will give me information about your background, expectations, and goals.
PRESENT SYLLABUS

Overview of Assignments

You will select a Research Article or Report from the journal Science or an Article or Letter to Nature in Nature published in 2002-2004. All of your assignments this semester will be based on this article, so choose carefully. The article should report exciting chemistry, be important, and peak your interest.


Pre-assignment: Approval of article & topic

By Monday, January 29, you should email me your selected article as a pdf file. In the body of the email (or as an attached Word file), you should give me your intended titles of both your newspaper and review articles, so I have an idea of what you will be writing about this semester. I do not want the same article chosen by more than one student. First come, first served. Do not begin work on your bibliography until I have approved your selection.

Assignment 1: Annotated Bibliography

For assignment 1, you will prepare a list of at least 5 references that are cited in the publication of (led up to) your chosen article and at least 5 references that cite your (resulted from) your article. These references should come from the scientific literature and should be formatted according to the Accounts of Chemical Research. You will provide information on your selected article and summaries on the citing and cited articles.

Example: An example is attached to the detailed assignment sheet.

Assignment 2: Newspaper Article

For assignment 2 you will report on the discovery published in your Science or Nature selection in a newspaper article designed for the general public. This 2-3 paged article should be modeled after articles found in the science section of the New York Times. In this piece it will be important to explain complicated scientific concepts such that they are accessible to a readership without a specialized background in science.


Assignment 3: Review Article

For assignment 3 you will review the chemical literature on your chosen topic since your Science/Nature article was published. Bring us up to date on the latest developments in that field. This 8-10 paged article will be modeled after publications in the ACS journal Accounts of Chemical Research.


Oral Presentations

Both Assignments 2 and 3 will be accompanied by oral presentations. Your first talk will be brief -- about six minutes long. In this talk, you will explain the importance of the reported discovery to an audience of non-scientists. In your second talk, which will be about 15 minutes, you will review the field of the discovery for an audience of chemists, focusing on recent developments.

In-Class Writing

There will be various assignments completed in class, including group exercises at the beginning of the semester, peer review of a classmate’s written work, and evaluations of the oral presentations. This work will be worth 10% of your final grade.

More details on the format, objective, audience, and grading will be provided for each assignment.
### PRESENT SYLLABUS

#### Schedule of Topics and Events

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Before Class</th>
<th>Turn In</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction; Choosing an Article</td>
<td><strong>ACS Style Guide, 3rd edition unless otherwise indicated</strong></td>
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<tr>
<td>1</td>
<td>Jan. 17</td>
<td>Jan. 19</td>
<td><strong>Meet in Evans library (204F)</strong></td>
<td>Email your selected article and tentative</td>
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<td>Data base searching &amp; EndNote</td>
<td>You may bring a jump drive to save references you find during this workshop</td>
<td>article titles by Monday Jan 29</td>
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<td><strong>Skim: Ch. 1, 14</strong></td>
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<td></td>
<td>Writing Hints</td>
<td><strong>Read:</strong> Ch. 4, Skim: Ch. 9</td>
<td>Annotated Bibliography</td>
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<td>Peer Review of Writing Assignment</td>
<td><strong>Read:</strong> Ch. 6, Skim: Ch. 3, App. 1-1</td>
<td>Newspaper Article</td>
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<td>Presentation 1</td>
<td><strong>Revised</strong></td>
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<td>Review Article</td>
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<td>Writing Review Articles</td>
<td><strong>Skim:</strong> Ch. 2, 15, 16, 17</td>
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<td><strong>Review Article</strong></td>
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<td>Peer Review of Rev. Art</td>
<td><strong>Presentation 2</strong></td>
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<td><strong>Revised Review Article (2 days before writing conference)</strong></td>
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<td><strong>Presentation 2</strong></td>
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<td><strong>RE-Revised Review Article by 5 p.m. 5/4</strong></td>
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</table>

Chemistry 481  
Spring 2007