ACC 535
Accounting Information Systems
Syllabus

Instructor:        Hui Lin, Ph.D.
Office:           DePaul Center 6014
Office Phone:     312 – 362 – 8782
Mobile:           703 – 867 – 8867 (Use only in case of emergency)
Email:            hlin14@depaul.edu
Skype:            purpleflowerhl

Course Prerequisites

Graduate standing and ACC 500 (“Financial Accounting”) or equivalent.

Course Description and Objectives

As future business professionals in accounting, students are expected to be knowledgeable in computer-based information systems and their role in accounting functions and financial decision-making. This course will enable you to interface with accounting systems and participate in their design and audit. It will focus on the nature and flows of accounting information in organizations, security, internal controls, the use of information technology in accounting information systems and decision-making.

This course is about Internal Control. The objective of this course is to evaluate internal control in information systems and design controls to mitigate risks associated with information systems. This course will help prepare you for auditing or system design. This is NOT a course on computerized bookkeeping. This course emphasizes critical thinking beyond memorizing vocabulary, facts, skills or procedures.

This course will prepare students to be effective users, evaluators, developers, and auditors of accounting information systems (AIS). The course examines several typical business processes, such as order entry/sales, billing/accounts receivable/cash receipts, purchasing, and accounts payable/cash disbursements and their associated AIS. Major themes throughout the course include objectives and procedures of internal control, typical business documents and reports, proper system documentation through flowcharts and other techniques, systems analysis and design methodologies, and assessment of information processing.

Office Hours

Office hours for this online course are by appointment at a mutually convenient date and time. Please email me to make an appointment or ask any questions you may have. I check my email frequently and will respond to any questions or issues within the same day. In addition, please feel free to reach me if you see me online on Skype.
Course Format

The course is taught entirely online in an asynchronous mode. Asynchronous means that you will not have to be online at a specific time. You can progress through weekly content at your own pace. However, please keep in mind there will be weekly deadlines and assignments to complete. Your participation in this online course will equal, or exceed, that of a typical face-to-face class.

You must make sure that you have the necessary technical resources needed to access the course content and complete class activities. You will need:

- Frequent and continued 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).
- The ability to view video files, either in a streaming (Flash) or downloadable (QuickTime, iTunes, 3GP) format.

This online course will be taught on Desire2Learn (D2L), DePaul’s Learning Management System (LMS). You can access the course at: http://d2l.depaul.edu. You use your DePaul Campus Connect username and password to log into D2L.

Course Introductions & Business Letter Assignment

Because this is an online course, we will include activities that help the class get to know one another. Before starting with the first lecture, please take a few moments to introduce yourself to the class on D2L. You can add your course introduction by using the ‘Discussion’ tab in D2L in the appropriate forum. Please be sure to read the instructions before posting. Your self-introduction post should be completed by the end of the first week of class.

In addition, you are asked to write a business letter to introduce yourself to me. The business letter helps me get to know you better professionally and provides an opportunity for you to practice business writing. The detailed instructions for the business letter are available on D2L under Week 1 Content. The deadline to submit the letter on D2L via Dropbox is by the end of week 1.

Course Materials


All other course material including additional reading and assignments will be available on D2L. I will occasionally assign additional relevant material in the form of cases, articles, etc. I will either provide these materials through D2L or the directions to obtain them from the Web or the DePaul University Libraries Journals Collection. Any new required readings, if any, will be announced well ahead of the time when they are needed. In summary, D2L is your source for any class materials not found in the textbook (e.g., cases, articles, assignments, etc.).

Conduct of Classes and Expectations

We will follow the Course Schedule to the extent possible – any changes will be communicated by email and announcement in the D2L site for the class. The format for this course is a combination of lecture videos, quizzes, hands-on assignments, discussion and projects. This course is structured to provide ample opportunity for interaction
among students, as well as between students and the instructor. Interactions will take place online. Your active and thoughtful participation is vital. As a result, it is imperative that you keep up with the deliverables.

Your success in this course requires your careful attention to and use of the course website, the course syllabus, frequent emails and course announcements. All of these modes of communication will serve as your guide through the material in your textbook. In order to cover all the required material, in some cases, we will cover several chapters during a week. Systematic preparation is an absolute must for success.

**Grading Policy and Late Assignments**

Make-up examinations will not be given. As noted below, there are windows of time in which exams can be completed. Thus, you can choose a date and time that is convenient for you to complete the exam. Only major emergencies (e.g., hospitalization) will be considered valid reasons to request an alternative time and date for completing the exam and advance notification to the instructor is required. Aside from these cases, any exams that have not been completed by the due date will be assigned a grade of zero. Late assignments on individual or group projects will result in a 20% grade penalty for every 24 hours after the due date (see the Course Schedule for due dates).

The final grade in the course will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>60 to 66%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

Your final grade will be a weighted average of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
</tr>
<tr>
<td>Midterm (30%)</td>
<td></td>
</tr>
<tr>
<td>Final (30%)</td>
<td></td>
</tr>
<tr>
<td>2 Group Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Business Letter</td>
<td>10%</td>
</tr>
<tr>
<td>2 Individual Assignments</td>
<td></td>
</tr>
<tr>
<td>Class Participation and Peer Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

All assignments will be graded within a week or less of their due dates. Your grades will be kept updated on D2L throughout the quarter. On occasion you may want to question the grading of a project or exam, ask for a clarification or interpretation, or point out an error in the grading. You are welcome to do so within ten business days of your grade being posted on D2L (note that I announce when grades are posted by email). After ten business days I do consider the issue foregone.
Course Organization

The major learning unit of the course is the week. Each summer session has, including finals week, five weeks overall. **Please note that summer session courses move at a much more accelerated pace than a regular 10-week quarter course. This is especially true for an online course where you will need to be proactive and plan ahead for the weekly content and assignments.**

For this summer session, weeks begin on Monday and end on midnight on Sundays according to the following schedule:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Starts on</th>
<th>Ends at midnight on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, July 20, 2015</td>
<td>Sunday, July 26, 2015</td>
</tr>
<tr>
<td>2</td>
<td>Monday, July 27, 2015</td>
<td>Sunday, August 2, 2015</td>
</tr>
<tr>
<td>3 (Midterm)</td>
<td>Monday, August 3, 2015</td>
<td>Sunday, August 9, 2015</td>
</tr>
<tr>
<td>4</td>
<td>Monday, August 10, 2015</td>
<td>Sunday, August 16, 2015</td>
</tr>
<tr>
<td>5 (Final Exam)</td>
<td>Monday, August 17, 2015</td>
<td>Sunday, August 23, 2015</td>
</tr>
</tbody>
</table>

All assignments, readings, deliverables, etc. are organized based on this schedule. When a project or deliverable is stated as due on Week X, it means it is due on or before midnight on Sunday of Week X. For example, a project due on Week 4 would be considered ‘on time’ when submitted any time prior to Sunday, August 16, 2015 at midnight. As you move through the course be sure to refer to this schedule frequently to track your progress and be aware of any upcoming deadlines.

Anatomy of a Week

As just noted, the week is the major organizational unit around which the course is designed. After you log in to our D2L site, click on the ‘Content’ tab. There you will find, among other things, a heading labeled ‘Weekly Materials’ and, under it, separate links for each week of the quarter. These will become your central point of entry to the course. Within each of those sections you will find:

- **Weekly Study Guides:** These review the material in each assigned chapter with a focus on exam preparation. Within each chapter the most important concepts are highlighted and related to the lectures for each week. Also included are solutions to selected end of chapter problems and review questions - while none of these are required to be turned in they are a good resource to gain a more thorough understanding of the assigned material.

- **Other Assigned (i.e., required) Readings:** If any, these will be made available directly through D2L or a link where those can be procured will be provided.

- **Lectures and Demonstrations:** These are provided in the form of narrated PowerPoint slides and process diagrams. Reading the assigned chapters and materials before listening to the lectures is probably the best approach. All topics included in the assigned readings may not be covered in the lecture. The goal of the lecture portion of the class is not to tell you what the book says, but rather clarify complex issues, provide a forum to examine important topics in more detail, or provide updated coverage of specific areas. As well,
material discussed in the lectures may not necessarily be found in the assigned chapters, thus it is important to review both assigned readings and lectures.

- **Weekly Discussion:** Each week you are required to make two postings about the course material for that week, and respond to two postings by your classmates in the prior week (responses starting in Week 2). For example, by the end of Week 1 you should make two postings about any topics included in week 1 content. By the end of Week 2 you should make two postings about the assigned materials for week 2, as well as respond to two postings by somebody else during Week 1. See a later section in the syllabus for examples of good postings and how these are graded. The postings can be in forms of a question, your thoughts on a particular topic, or any insight you wish to share related to the weekly content. Some of the weeks have a short case, video, etc. intended to generate a discussion of the assigned topic – which is related to the other readings and lectures in the same week. Online discussion is a vital component of the course. This is an opportunity for you to articulate your thoughts, finesse your understanding and demonstrate competency.

- **Ungraded Reading Quizzes:** For every assigned chapter there is an associated reading quiz that you can take as many times as you want, with no grade attached to your results. These quizzes are intended both to familiarize yourself with completing quizzes online – as you will do when you take the midterm and final exams – and to help you prepare for those exams. Please use these practice quizzes as additional resources to aid in your studying, as the questions are similar in nature and level of detail to the ones you will see in the actual exams. After submitting each quiz you will be told the correct answer for each question.

- **Supplemental Readings:** These are optional and available for some of the weeks. I seek to provide additional materials on the assigned topics for those interested in learning more about them. I'll be happy to provide even more to anyone that is particularly interested in any specific topic.

**Examinations**

There will be two exams in this course, a midterm and a final, both of which will be taken online. Please note that the final is non-cumulative. Each of these needs to be completed in the weeks indicated in the Course Schedule (Week 3 for the midterm, Week 5 for the final). Each exam will be comprised of two parts, a set of multiple choice and essay questions covering the assigned readings and associated lectures.

Part 1 of each exam will be an online quiz composed of multiple choice questions. Please note that you will not see your grade automatically after you click on the Submit button. Part 2 of each exam will consist of essay questions and you will type these directly into the assigned space in D2L. The answer to each question should not be longer than 700 words at most (which is roughly one page of 11-point font and 1-inch margins in a word processor). These answers must reflect your own, individual thinking on the issue, and comply with the Academic Integrity standards outlined later in this document. You will have 3 hours to complete the exam. Note that the exam will not be automatically submitted when the time expires; you need to click on the Submit button. Late submissions will not be accepted.

Please note that this course uses Software Secure’s Remote Proctor Now to ensure the integrity of the midterm and final exams. The midterm and final exams will not be available to students unless the Remote Proctor Now system is
used. Remote Proctor Now works with a web-camera and microphone either built-in or attached to the computer. These devices identify the student and capture video and audio throughout the exam and upload it to SSI’s secure servers. This video will be used for the purpose of establishing if any suspicious activity occurred during the test. There is a student demo available here: http://www.screencast.com/t/dJM4WfTRI. It is recommended that you view this video. All exam videos can/will be reviewed. If cheating is confirmed, the student will be referred to the Policy on Academic Dishonesty in the Student Handbook.

There is a fee to use Remote Proctor Now. This will be $15 per proctored exam (a total of $30 for the course). During Weeks 1 and 2 you will have an opportunity to complete a test online exam at no charge.

**Test Environment Requirements**

The online testing environment should mimic the ‘in class’ testing environment, and must conform to the following:
- A quiet, secure, fully lighted room for the examination
- No other people in the room.
- No communicating with anyone; with the exception of contact with a faculty member or support in an emergency. This includes the prohibition of cell phone use for any purpose.
- No leaving the room
- Nothing except computer and external cameras on the desktop or tabletop - removal of all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination.
- External cameras, when possible, should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker.
- No writing visible on desk or on walls
- No music playing
- No other computers running in the exam room
- No headphones or ear buds allowed
- Have the web-cam correctly situated:
  - Web-cam must be focused on individual taking exam at all times.
  - Nothing covering the lens of the camera at any time during the exam.
  - Lighting must be “daylight” quality and overhead is preferred if at all possible. If overhead is not possible, the source should not be behind the student.

I will hold a live face to face review session the weeks before the midterm and final exam to answer any questions you may have for the exams. The attendance is optional. Date and locations for the live review sessions will be announced later in the quarter.

**Groups and Group Projects**

There are two group projects in the course. These are designed to provide you with hands-on experience with some of the major topics of the course in a way that is richer and more immersive than could be accomplished by more traditional means (such as lectures and exams). These projects will be completed in groups of 3-5 students; group assignments will be made at the beginning of the first week of class.
Other Resources

You can find additional resources to help you understand the material and prepare for exams in the textbook website here:

Textbook Companion Site

Following this link will take you to the companion site for our textbook. While some resources are only available to instructors, others are open to everyone. Among these you will find, for each chapter (all with solutions, where applicable): crossword puzzles with some of the key terms in each chapter, a glossary of all key terms with their definition, study flashcards with those key terms (which can be customized to show either the key term or the definition first), and a practice web quiz.

Participation and Discussion

This part of your grade will be assigned based on your posing and responding to posts related to assigned materials as well as your participation in discussions throughout the course (e.g., in the weeks indicated in the Course Schedule). In order to foster timely participation by everyone in the course please do not wait until the very last moment to post your questions, responses, or discussion points. Please note your instructor will be an active participant in these as well.

With regards to your postings and responses to postings about assigned materials, these (and associated responses) will be evaluated on a weekly basis according to the criteria outlined below. The questions/postings will serve as a basis for clarification and better understanding of the subject matter scheduled for a particular week. When you post something, it should be posted separately as a new thread. A separate Forum (folder) will be available for each week in the Discussion Board. Try to find a meaningful name (or Subject) for the posts. Questions and responses will be scored as pass/fail; every reasonable submission will earn a whole point. The instructor will provide an explanation via email whenever less than the perfect score will be granted.

These qualifying criteria define a "good" post/question:

- It is always written with a specific reference to the assigned materials and lectures for the week (so that we can all go back and review what the question is about).
- It is clear, concise, and not confusing as written; that is, it does not require paraphrasing to be understood.
- It is well focused.
- It cannot be answered with a simple yes or no.

The goal of the online discussion is to help each other stay current with the assigned readings and make sure we are clearing any confusions or issues about them as we move along over the quarter. Sample questions would be along the lines of "I am not sure I understand the difference between X and Y", "What would be an example of X other than the one in the book?", "I can think of a situation where what the book says would not apply, how can this be reconciled?", "Am I understanding this correctly?", etc.

Participation in discussions (in the noted weeks) will be graded holistically at the end of each week. There will be a discussion forum available for each of those weeks, and I will get us started by posting some discussion points we can address. However, these are intended to be only starting points, and you should come up with your issues that are interesting to you in addition to, or instead of, the ones I included. All discussions are based on short cases or
scenarios that resemble situations faced in reality by practicing professionals – indeed, all of them have their roots in actual occurrences. The goal of conducting a discussion is to, as a class, assess the issues in each topic, diagnose the main problems presented, propose alternative ways of addressing those, weigh the advantages and disadvantages of each alternative, etc. (all in an atmosphere of cooperation and mutual respect, even in the face of strong disagreements).

The weekly discussions will be graded on the following scale – I expect to assign scores of 2 or 3 most frequently:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Asks good questions, share valuable insights, makes constructive observations, and answers questions effectively</td>
</tr>
<tr>
<td>2</td>
<td>A frequent participant, but all questions, answers, or observations are not always effective, or not on an ongoing basis, or tends to discourage effectiveness.</td>
</tr>
<tr>
<td>1</td>
<td>Participates</td>
</tr>
<tr>
<td>0</td>
<td>Does not participate, or questions/answers reflect little or no preparation.</td>
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Discussion Forums

Under the ‘Discussion’ tab in our D2L site you will find the various forums associated with the activities we will carry out throughout the course. These are divided as follows:

- **Introductions:** post here your introduction to the class (to be completed by the end of Week 1).
- **General Q&A:** please use this forum to post any questions you may have about the general functioning of the course (policies and procedures, deadlines, submissions, formats, etc.). Please feel free to use this forum as often as needed, but do check that your question has not been answered already.
- **Group Projects:** here you will have a place to post any questions you may have about the group projects you will undertake this quarter. Unless you believe your questions need to be confidential (email me directly for those) feel free to seek clarification of any aspect of the different cases, deliverables, etc.
- **Individual HW Assignments:** here you will have a place to post any questions you may have about the individual HW assignments you will undertake this quarter. Unless you believe your questions need to be confidential (email me directly for those) feel free to seek clarification of any aspect of the different cases, deliverables, etc.
- **Weekly Discussions:** see the preceding section.

Academic Integrity

Academic integrity entails absolute honesty in one’s intellectual efforts. The DePaul Student Handbook details the facets and ramifications of academic integrity violations. All work completed for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting Academic Integrity at DePaul University (http://academicintegrity.depaul.edu).

Please be aware that any written work submitted in this course may be verified using Turn-It-In technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact.
Accommodation

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate and reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the following offices:

**PLuS Program (for LD, AD/HD)**
- [http://studentaffairs.depaul.edu/plus/](http://studentaffairs.depaul.edu/plus/)
- (773) 325-1677
- DePaul Student Center
- 2250 N. Sheffield Ave., SC 370

**The Office for Students with Disabilities (for all other disabilities)**
- [http://studentaffairs.depaul.edu/studentswithdisabilities/](http://studentaffairs.depaul.edu/studentswithdisabilities/)
- osd@depaul.edu
- (773) 325-1677
- TTY: (773) 325-7296

<table>
<thead>
<tr>
<th>Loop Address</th>
<th>Lincoln Park Address</th>
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</thead>
<tbody>
<tr>
<td>Lewis Center</td>
<td>DePaul Student Center</td>
</tr>
<tr>
<td>25 E. Jackson, Room 1400</td>
<td>2250 N. Sheffield Ave., SC 370</td>
</tr>
</tbody>
</table>

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

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.

Please 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.
Intellectual Property of Course Materials

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Student Evaluations

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!
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Due</th>
</tr>
</thead>
</table>
| **1** | **Week 1 Readings**  
- Chapter 1: Introduction to Accounting Information Systems  
- Chapter 7: Controlling Information Systems – Introduction to Enterprise Risk Management and Internal Control  
- Internal Controls at the Dow Chemical Company (video)  
**Weekly Discussion**  
- The Buck Stops Here Podcast  
- Student Loan Fraud Podcast  
**Group Project #1 Assigned**  
- Dickinson Technologies, Inc. Case | Individual Business letter Due |
| **2** | **Week 2 Readings**  
- Chapter 2: Enterprise Systems  
- Chapter 3: Electronic Business Systems (Pages 77 – 93 Optional)  
- Chapter 4: Documenting Information Systems  
- Chapter 5: Database Management Systems (Pages 160 – 177 Optional)  
**Weekly Discussion**  
- Photographic Supplies Distribution Company Case  
**Individual Homework #1 Assigned**  
- Good Buy, Inc. P4-4, P4-6 | Group Project #1 Dickinson Technologies Due |
| **3** | **Midterm – Chapters 1-5, 7**  
**Readings**  
- Chapter 8: Controlling Information Systems – Introduction to Pervasive Controls  
**Weekly Discussion**  
- Risk Assessment and Control Activities: Disaster Recovery Plan  
**Group Project #2 Assigned**  
- Foods Fantastic Company Case | Individual HW #1 Due  
Midterm Due Before Midnight Sunday August 9th |
<table>
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<tr>
<th>Week</th>
<th>Content</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Readings</strong>&lt;br&gt;– Chapter 9: Controlling Information Systems – Business Process and Application Controls&lt;br&gt;– Chapters 12&amp;13: Purchasing &amp; AP/Cash Disbursement Processes</td>
<td>Individual HW #2 Assignment Due</td>
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<tr>
<td></td>
<td><strong>Weekly Discussion</strong>&lt;br&gt;– The Control Environment and Control Activities: Proper Authorization of Credit</td>
<td></td>
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<tr>
<td></td>
<td><strong>Individual Homework #2 Assigned</strong>&lt;br&gt;P12-4 &amp; P13-4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Readings</strong>&lt;br&gt;– Chapter 17: Acquiring and Implementing Accounting Information Systems</td>
<td>Group Project #2 Foods Fantastic Due</td>
</tr>
<tr>
<td></td>
<td><strong>Weekly Discussion</strong>&lt;br&gt;– Risk Assessment: Information Privacy and the Cost/Benefits of a Proposed Online System</td>
<td>Final Exam Due Before Midnight Sunday August 23rd</td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam – Chapters 8&amp;9,12&amp;13, 17</strong></td>
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</table>

**Note:** All cases are available on D2L. The schedule is subject to change based on course progress. Please be aware that any written work submitted in this course may be verified using Turn-It-In technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact. **All submissions are due on midnight at the end of the week (Page 4)** and should be turned in through the appropriate drop-box on D2L (for group assignment only one student per group should submit).