DEPAUL UNIVERSITY
The Charles H. Kellstadt Graduate School of Business
ACC 580 Accounting for Income Taxes
Winter Quarter 2016

COURSE SYLLABUS

Instructor: Lynne M. Glennon CPA, MST
Office hours: By appointment
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COURSE DESCRIPTION:

This course covers the financial accounting and reporting standards for the effects of income taxes that result from corporate activities. Topics include computation of current and deferred tax expense or benefit, temporary differences, carryforwards, computation of deferred tax assets and liabilities, valuation allowances, investments in subsidiaries and equity method investments, tax allocations, presentation and disclosure, and accounting for uncertainty in income taxes.

COURSE MATERIALS:

- Lecture Notes
- Archived video conference lectures
- Case study quizzes

All materials will be posted on Desire to Learn (D2L).

CLASS ASSIGNMENTS:

The discussion board and quiz assignment due dates will be posted in D2L in course content.

CLASS SCHEDULE:

The “live” video conference lectures will take place in Lewis Room 1311, 25 E. Jackson Blvd. Chicago, IL 60604 starting on Thursday January 7, 2016 at 5:15 PM. Students may attend in person or login to view the lecture. Instructions as to how to login will be provided in D2L. The final lecture is on March 10, 2016. There are no lectures on the dates that the midterm & final exams are scheduled. Students will also have the option of listening to the recorded archived lecture that will be posted in D2L usually within 24 hours after the live video conference.
Class lectures will be approximately 2 hours long each week. Students will spend additional time working on their own on the weekly online quiz assignments.

**COURSE GRADING:**

<table>
<thead>
<tr>
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<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>180</td>
</tr>
<tr>
<td>Final Exam</td>
<td>180</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>72</td>
</tr>
</tbody>
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All students have the same opportunity to earn points on the assignments listed above. Thus, no extra credit or other special assignments will be given to any individual student.

Letter grades are determined on the traditional scale (see D2L for grade scale). I reserve the right, however, to “curve” scores in the event that the exams, projects, and exercises are more difficult than anticipated and effort and performance merits additional consideration.

**TEACHING METHODS/Desire to Learn “D2L”:**

The weekly Scopia video conference lectures will be archived for future reference in DePaul’s “Desire to Learn” (D2L) system. Students must also use the DePaul “Desire to Learn” (D2L) system in order to take all quizzes & exams, access lecture slides, participate in Discussion Board forums, and to access any other course materials including case studies. Discussion Board assignments, quiz topics and due dates are posted in D2L. D2L must be checked on a regular basis for updates including class announcements, assignments, weekly lecture handouts, and changes to the syllabus. Please be sure that the e-mail account provided in DePaul’s campus connect is current and that it is the one that you check frequently.

**EXAMS AND QUIZZES:**

The exams and quizzes are “open book” and will be self administered by the student through the D2L Quiz section. Each student is responsible for taking the exam or quiz before the deadline provided (see assignment due dates spreadsheet posted in the course content section of D2L). A student will receive a grade of zero if the student does not complete the exam or quiz before the deadline. The exams/quizzes are “timed” meaning that once the student begins the quiz or exam they must complete it within the allotted time. No make-up quizzes or exams will be given, except in the case of very limited and unforeseen circumstances, and only if I receive prior notice from the student.

There are 9 required multiple choice quizzes each worth 8 points. The quizzes are designed to be a review of select topics covered in the weekly lectures. You have the option to take each quiz twice and your grade will reflect the highest score you achieved. Thus, if you decide to take the quiz twice, the higher of the two scores will be your grade on that quiz. When taking a quiz for either the first or second time, each student will be given immediate feedback on any questions they answered incorrectly, and will be provided with the technical explanation of the correct answer. I recommend that you keep good notes while taking the quizzes as you will not have access to the quiz once the quiz is closed so it is important to review the technical feedback provided in the quiz and note any errors that you made. The quiz solutions for case studies will be posted after the quiz deadline. Technical feedback and the correct answer will also be provided as each question is completed.
There is a Midterm and a Final exam each worth 180 points. Each exam has 30 multiple choice questions and each question is worth 6 points. **Unlike the quizzes, students are only allowed to take the exams once.** Each student will be given immediate feedback on what questions they answered incorrectly and will be provided with the exam grade as soon as they complete the exam. The final exam is not cumulative, however, you may find that some of the concepts and code sections introduced prior to the midterm are important building blocks to understanding the topics covered after the midterm.

**D2L DISCUSSION BOARD FORUM:**

I believe that use of the *D2L Discussion Board* is an important tool to facilitate discussions and to monitor the students’ understanding of the topics being covered in this course. Thus, I have incorporated such use as part of the course curriculum and expect each student to participate via the *D2L Discussion Board Forum*. Therefore, an article, case study problem or hot topic will be assigned and posted for discussion on *D2L*. I will indicate the maximum amount of points that can be earned for the assigned topic. A deadline for posting comments will be established and the student must adhere to the imposed deadline in order to receive credit. **An automatic 50% deduction will be taken for any late postings within 7 days of the deadline. No points will be awarded for postings 7 days after the deadline.** Students must post their discussion comments directly into the Forum itself in order to receive credit. It is the student’s responsibility to check the Discussion Board to see that their comments were posted and can be viewed in the Forum. I recommend that you first write and save your discussion board forum comments on a word document as a back-up in case of technology/D2L issues to avoid losing your work. However, please **do not post the word doc attachment to the forum if you want to receive credit for the assignment.**

Additionally, I encourage you to use this resource to discuss work experiences and/or post relevant articles that you think the class might find of interest about issues related to material covered in class. Thus, I have created a Discussion Forum labeled “*Around the Water cooler*” for you to post your contributions. Those students who contribute to this forum will be receive a *maximum* of 8 points extra credit.

On-line contributions (judged by quantity and quality) will be taken into account in determining your grade. I am looking for students to convey original thoughts, observations, and real world experiences that can be shared with the group. Provide specific examples, quotes, etc. from the assigned article when posting comments. Do not provide an “I agree /disagree with the author’s views” without a well thought out explanation as to why you have such an opinion. The dictionary defines “*discuss*” as follows:

*verb (used with object)*

1. to consider or examine by argument, comment, etc.; talk over or write about, esp. to explore solutions; debate: *to discuss the proposed law on taxes.*

I recommend that you use the above definition as a guideline and carefully review the grading rubric provided in D2L before posting your comments for the assigned Forum. Additionally, all comments posted on the Discussion Board are to be conveyed in a professional manner similar to how one would express their viewpoints in a business meeting. Points will be deducted for unprofessional and/or inappropriate comments.
UNIVERSITY ACADEMIC INTEGRITY POLICY

Work done 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).

Collaboration - In this class, you are permitted to study in groups to prepare for quizzes and examinations so long as the resulting exam demonstrates your individual mastery of the concepts and skills tested.

Group work - In this class, you are permitted to work in groups only for designated 'group projects,' which you are to submit as a group. All other assignments are to be prepared individually.

CLASS SCHEDULE
(Time constraints may require modification of topics covered (i.e., some topics may be deleted and others may be added):)

Class 1  COURSE OVERVIEW
         SARBNES-OXLEY ACT
         AUTHORITATIVE LITERATURE
         KEY CONCEPTS

Class 2  TEMPORARY AND PERMANENT DIFFERENCES

Class 3  CALCULATING CURRENT INCOME TAXES
         CALCULATING DEFERRED INCOME TAXES
         CALCULATING DEFERRED TAX ASSETS AND LIABILITIES
         FIN 48

Class 4  SCHEDULING
         VALUATION ALLOWANCE

2/4-2/10  MIDTERM (D2L online) NO LECTURE ON 2/4

Class 5  VALUATION ALLOWANCE (Cont.)

Class 6  PRESENTATION AND DISCLOSURE

Class 7  PRESENTATION AND DISCLOSURE (cont.)

Class 8  INVESTMENTS

Class 9  MUTIPLE TAX JURISCTIONS

3/17-3/23  FINAL EXAM (D2L online) NO LECTURE ON 3/17