

**Texas A&M University-Commerce**  
**College of Business and Entrepreneurship**  
**Department of Accounting**  
**Accounting 528: Advanced Auditing**  
**Fall, 2013**

**Professor:** Dr. Julia M. Bristor, CPA

**Class location:** UCD, (1901 Main St. Dallas, TX 75201), classroom TBD

**Meeting time:** Saturdays 9:00 am – 11:40 am

**Offices:** (UCD) 301, (Campus) 119, or Virtual Office in eCollege

Email: [julia.bristor@tamuc.edu](mailto:julia.bristor@tamuc.edu) (preferred contact method)

**Cell:** 214.662.0672 (text first and identify yourself)

**Office Hours:** (Campus) Wednesdays 10:30 – 3:30 (by appointment only); (UCD) Saturdays: After class or before by appointment. I'm usually available by email, text and phone.

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Note: Read carefully. You are responsible for the material contained in this document.

**Course Overview**

We will use lectures, discussions, hands-on analyses and other activities to explore audit topics not extensively covered in a typical introductory auditing course including internal controls, planning and risk assessment, audits of business cycles and workpapers. All course materials, including the weekly schedule can be found in eCollege. (See below.)

**Prerequisites**

You must have taken intermediate accounting and one prior audit course. You may not take Advanced Auditing (528) concurrent with Auditing (527). It is your responsibility to ensure that you have met this requirement.

**Course Embedded Assessment Objectives**

Your achievement level for each objective will be measured by your ability to perform the following:

1. Demonstrate an understanding of planning and conducting an engagement including making assessments of audit risk, fraud, materiality, and deciding the nature, timing, and extent of tests.
2. Identify objectives for particular audits, select and apply tests of control and substantive procedures to obtain appropriate audit evidence, evaluate the evidence, and draw reasonable conclusions.
3. Apply relevant account and reporting standards to evaluate and form opinions on financial statements.

**Required Text**

**Whittington & Pany, Principles of Auditing & Other Assurance Services, 19e.** (ISBN 978-0-07-802561-7). You can purchase the text from the bookstore; other sources such as Amazon may be more economical. You do not need the ACL disk that comes with the text.

Students have asked me about using a prior edition. I don't know anything about the old editions but we're going to focus on actual audit procedures and contemporary audit issues. To the extent that standards change, they are all available on line. You will have to do some translating for page numbers as for some assignments you skip or read certain pages.

**Please have text and the week's materials available in class.**

## Course Structure

I'm here to facilitate and support you but learning is your responsibility – you will not get more out of the course than you put into it. In line with the Association to Advance Collegiate Schools of Business (AACSB) guidelines, expect to devote an average of 12-15 hours per week to the course so manage your time accordingly.

The typical week's learning cycle will be:

1. **Before class:** Read assigned materials and listen to recorded material, if any, before class. Come with questions. Prepare assignments, if any, and **be prepared to discuss/present**.
2. **In class:** Lectures, discussion, and other activities. I will not lecture extensively on the material. My focus will be on answering your questions and integrating it into various activities. **I expect you to be ready to discuss the week's material and will call on people** to ensure participation.
3. **After class:** Review text, slides and other materials until you are satisfied that you've mastered concepts.

## Course Components and Weighting

The final grade you earn will be determined as follows:

Exam 1	25%
Exam 2	25%
Paper	25%
Assignments	15%
Class Attendance/Participation	<u>10%</u>
	100%

I do not offer extra credit or exam re-takes and don't respond to requests for a higher grade unless you use the appeals process (see below).

I generally use a standard grading scheme – 90% or above (A), 80%-89% (B), 70%-79% (C) and have the option to curve final grades. If you violate the Academic Honesty policy you will automatically be ineligible for any curves.

### Course Components

#### 1. Class Attendance/Participation (10%)

Attendance is mandatory. If for some reason, you cannot attend class, I expect you to notify me in advance. (Would you just *not* show up for work without calling the boss?) You are responsible for all announcements and material covered even if you are absent.

I expect everyone to contribute positively to the class's learning experience whether in a class session or in eCollege. See below for my Rubric. Making comments and asking questions during class sessions are obvious ways to fulfill this requirement. I often call on people so be prepared for class. **Don't wait until halfway through the course to get serious about participation. You'll have wasted half of your opportunities.**

#### 2. Assignments (15%)

Throughout the course you will complete several assignments.

#### 3. Exams (50% total)

The exams are timed and include a combination of multiple choice questions and short answers and will cover readings and material presented in-class. While the exams are open-book, you must learn the concepts as you will not have time to look up everything. Due to Academic Honesty issues, I do not return exams but am happy to review your exam with you.

#### 4. Research Paper (25%)

Write a research paper on an advanced auditing topic of your choice. It must relate to a topic we have covered, and you must clear the general topic with me in advance. Make sure you discuss and cite appropriate audit standards. Sample topics:

- Issues raised or discussed in class
- Current events related to recent auditing or accounting scandals (e.g., Madoff, Lehman, British LIBOR, Audits of Chinese based companies)
- New standards and audit requirements

The following description from the Empire State College Online Writing Center explains what I mean by a Research Paper.

*What image comes into mind as you hear those words: working with stacks of articles and books, hunting the "treasure" of others' thoughts? Whatever image you create, it's a sure bet that you're envisioning sources of information--articles, books, people, artworks. **Yet a research paper is more than the sum of your sources, more than a collection of different pieces of information about a topic, and more than a review of the literature in a field. A research paper analyzes a perspective or argues a point. Regardless of the type of research paper you are writing, your finished research paper should present your own thinking backed up by others' ideas and information.***

*To draw a parallel, a lawyer researches and reads about many cases and uses them to support their own case. A scientist reads many case studies to support an idea about a scientific principle. In the same way, a history student writing about the Vietnam War might read newspaper articles and books and interview veterans to develop and/or confirm a viewpoint and support it with evidence.*

***A research paper is an expanded essay that presents your own interpretation or evaluation or argument.** When you write an essay, you use everything that you personally know and have thought about a subject. When you write a research paper you build upon what you know about the subject and make a deliberate attempt to find out what experts know. A research paper involves surveying a field of knowledge in order to find the best possible information in that field. And that survey can be orderly and focused, if you know how to approach it. Don't worry--you won't get lost in a sea of sources.<sup>1</sup>*

**Sources:** Use library and online sources including audit and accounting standards, scholarly research publications, business publications and books. A good way to get started is by using a search engine such as Google. However, be skeptical about sources – just because it’s on the internet doesn’t make it valid information. **Do not** use Wikipedia or similar non-edited, non-reviewed sites as a reference. Any web sources must include a complete and accurate URL. Please review the AH policy and make sure you understand how to avoid instances of plagiarism.

**Written Requirements.** Your paper should be 8 to 10 pages, double spaced, size 10 font, 1” margins, not including exhibits. Use section headings, summaries and include an introduction and summary/conclusion. You must provide citations for others’ work and include a list of references. Use APA style guidelines.

### **Student Responsibilities**

Learning is your responsibility. Mine is to facilitate and support your learning process. You are required to:

1. Check eCollege frequently for announcements and other information.
1. **Do assigned readings and problems and master the concepts.** Readings and assignments are designed to contribute to your conceptual and hands-on mastery of the subject. If you don’t ask questions I assume you thoroughly understand the material.

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<sup>1</sup> Online Writing Center, Empire State College, State University of New York (2012). What is a research paper. Retrieved from <http://www.esc.edu/online-writing-center/resources/research/research-paper/>.

2. **Contact me about issues *when they arise*.** It's much easier to help and work out a solution early-on, than later when it may be too late.

4. **File-naming convention for document submissions:**

When you submit an assigned file, use the following naming conventions: **Lastname-Assignment Name-528.xxx**. Example: I'd use **Bristor-Academic Honesty Policy-528.pdf** for the AHP, and **Bristor-Research Paper-528.xxx** for my research paper. This requirement helps me find all the files I receive. Unless you hear differently, submit documents via the appropriate DropBox.

5. **Sign and return the Academic Honesty Policy:**

See below for more detail on ethics. Download policy from Doc Sharing, print, complete, sign, scan to a pdf and upload to the Dropbox basket. See the course schedule for the due date. **Late submissions will result in a 5% overall grade penalty.**

6. **Complete the student information form:**

Download from Doc Sharing, print, complete and upload to the Dropbox. Due date on course schedule. **Late submissions will result in a 5% overall grade penalty.**

7. **Set up a Turn-It-In account:**

See **Course Home** for instructions to set up your account. **Late set-ups will result in a 5% overall grade penalty.**

Turn It In ("TII") is a 3rd party tool to help ensure your written work is properly cited and/or original. The tool assesses your Word/ PDF file for originality. If a score is too high (> 24%), sources may not have properly cited, or material from another source isn't adequately paraphrased. False positives *are possible*.

It is your responsibility to review the report, and determine whether you have any issues, correct if necessary, and recheck your score. When you submit the same document to the eCollege dropbox you may get a higher score. This is not a problem as long as you have already corrected any originality issues.

### eCollege Resources

Familiarize yourself with the following eCollege resources.:

**Technical Support:** Complete the **eCollege** student tutorial if you're new. Also **eCollege** has a help button on the top right of the screen. If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Help Desk which is available 24 hours a day, 7 days a week. ([www.online.tamuc.org](http://www.online.tamuc.org), email [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or call 1-866-656-5511). Please **do not** contact me about technical issues. Trust me – you don't want my technical advice.

1. **Announcements.** I post important information here so check frequently.
2. **Email.** Use your MyLeo email account and check it regularly. YOU are responsible for all email I send. In addition, make sure you include the course number in your subject heading or it will be routed to my junk email box and I won't see it.
3. **Discussion Threads:** Use Discussion Threads located in Course Home and under the chapters and elsewhere for Q&A and discussion. Don't "back-post" items to prior week threads because I won't see it.
4. **Student Lounge (SL).** Use the SL to obtain help from other students (and to reply to queries) about resources, problems using eCollege, etc.
5. **Virtual Office (VO).** Use the VO to ask me course-related questions. If you send me an email asking a course question, I'll tell you post it in the VO so others will benefit from reading my response. If you've posted something that I've missed, feel free to send me a reminder text or email.
6. **Doc Sharing.** This is where I'll post downloadable documents such as forms, the syllabus, PowerPoint slides, homework solutions, articles and other relevant material.
7. **Dropbox.** This is where you will upload assigned files. You are responsible for ensuring that documents successfully upload, and that the files are properly named.
8. **Library.** You can access the TAMU-C Library from within eCollege or [www.tamuc.edu](http://www.tamuc.edu).

## Other Resources

### Writing Resources:

1. Texas A&M University Commerce Writing Center
  - Polished writing skills are an essential professional skill so consider using the Writing Center as a resource. You can learn about the center by going to [www.tamuc.edu](http://www.tamuc.edu). From there, click **Resources**, then **Academic Assistance & Programs**, then **Writing Center**.
  - The Writing Center also has an Online Writing Lab ([writing.TAMUC.edu](http://writing.TAMUC.edu)) that can help you with writing.
2. Perdue Online Writing lab (OWL) at <http://owl.english.purdue.edu/owl/section/2/10/>
3. American Psychological Association (APA). (2009) *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author. (ISBN: 1-4338-0562-6).
4. May, C., & May, G. (2009). *Effective Writing: A Handbook for Accountants* (8th ed.). Upper Saddle River: Pearson. (ISBN: 978-0-13-602908-3).

### Texas A&M University Commerce Library

1. Accessible via eCollege under course Home or [www.tamuc.edu](http://www.tamuc.edu). This is a great resource for finding industry information. Spend some time learning how to use library resources to find what you need. Do not wait until the last minute because it'll take some "digging."
2. Link to the research guide for the College of Business: <http://tamuc.libguides.com/busref> .
3. You can also contact Sarah Northam, Interim Head of Reference at [Sarah.Northam@tamuc.edu](mailto:Sarah.Northam@tamuc.edu) .
4. Students often find that the Mergent Online Database is helpful. I will post instructions for using in Doc Sharing.

## University Policies

I have been asked to include the following information in my syllabus. For clarification and additional information, please refer to the Student Handbook as you will be held accountable to that standard.

### Ethics

*"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."* (See Student's Guide Handbook, Policies and Procedures, Conduct.)

Integrity is the hallmark of the accounting profession and will be stressed throughout the course. Academic misconduct involves a breach of ethics, including but not limited to: illegal activity, dishonest conduct, cheating, plagiarism, or collusion.

Academic honesty violations will result in a 0 grade for the assignment, you will not be eligible for grading curves, if any, and I will notify the Dean. Possible further academic sanctions may include course failure (F), dismissal from the class and/or dismissal from the University.

To ensure that you fully understand academic honesty and my expectations, you are required to sign the Academic Honesty policy located in **eCollege**. Please download it, **read it carefully and make sure you understand it before signing**. Then scan and upload it into the appropriate Dropbox Basket. See the course schedule for the due date.

### Students with Disabilities Information

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 have a disability and require accommodation, please contact:

Office of Student Disability Resources and Services Phone: 903.866.5150 - or - 903.886.5835  
Texas A&M University-Commerce Fax: 903.468.8148  
Gee Library, Room 132 Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Withdrawals**

University policy will be followed in regards to withdrawals during the semester. It is the student's responsibility to conform with the university rules relating to dropping or withdrawing from the course.

### **Incompletes**

Students who, because of *circumstances beyond their control*, are unable to attend classes during or after review week will, upon my approval, receive a mark of "X" in the course *if they were maintaining passing grades*. A grade of "X" (incomplete) will not be counted in the calculation of the grade point average for one semester. If the "X" has not been removed at the end of one semester, it will automatically be changed to a grade of "F."

If you request an incomplete, obtain and complete the university form and develop a completion plan before submitting it to me for my signature. This form is available online and from the registrar's office. You are responsible for completing the work according to the completion plan outlined on your request form.

### **Grade Appeals**

eCollege is set up to track assignment scores and weight them according to the grading scheme listed above. If you believe you have not received the grade you earned, please follow this process **in the following order**:

1. *File an appeal with me.* Submit a written analysis to me documenting why you believe you received the wrong grade. You must include your scores and use the course weighting scheme in your analysis. I do not review appeals unless required documentation is provided.
2. *File an appeal with the accounting department head.* If you do not accept my review and explanation, you may file an appeal with the accounting department head using the required form obtainable from the accounting administrative assistant, Melanie Curtis ([melanie.curtis@tamuc.edu](mailto:melanie.curtis@tamuc.edu)).
3. *File an appeal with the dean of the COBE.* If you do not accept the department head's review and explanation, you may file an appeal with the dean of the COBE. Include all prior documentation and correspondence in your appeal.

### **Civility in the Academic Environment**

Civility in the classroom or online course and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom/online course. Everyone is expected to treat each other respectfully both in word and deed. Offensive humor and aggressive personal advances are specifically forbidden. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/online course and may refer serious offenses to the University Police Department and/or the Dean of Students for disciplinary action. If you are uncomfortable about a situation, contact me for help in solving the problem.

## RESEARCH PAPER RUBRIC

<b>Content and Quality of Analysis</b>	<b>Points <sup>1</sup></b>
Paper is responsive to the assignment requirements. (20 pts max)	
Paper includes high quality analysis and demonstrates the ability to gather factual information from various research sources, as well as to critically analyze and interpret this information. Paper demonstrates original thought. <sup>2</sup> (40 pts max)	
Paper uses the text and reputable sources (no Investopedia/Wikipedia-type refs) and contains appropriate citations. (10 pts max)	
<b>Formatting and writing quality</b>	
Paper is well organized and written, and easy to read and understand. Includes a strong introduction and conclusion, both of which reference your recommendation. Contains wording that is concise, appropriate, and professional, and is free from excessive spelling and grammatical errors. (20 pts max)	
Paper uses a standard font, one-inch margins, double spacing and page numbering. Follows APA style including in-text citations and reference section. (10 pts max)	

<sup>1</sup> See below.

	<b>Excellent</b>	<b>Competent</b>	<b>Satisfactory</b>	<b>Inadequate</b>
40 Point Scale	<b>36-40 pts</b>	<b>32 35 pts</b>	<b>28-31 pts</b>	<b>27 pts or less</b>
20 Point Scale	<b>18-20 pts</b>	<b>16-17</b>	<b>14-15 pts</b>	<b>13 pts or less</b>
10 Point Scale	<b>9 - 10 pts</b>	<b>8 pts</b>	<b>7 pts</b>	<b>6 pts or less</b>

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<sup>2</sup> This is an essential professional skill. If you don't understand what this means, please visit the campus writing center as soon as possible so you don't lose points on this key area.

## Class Participation Rubric

Overall, how meaningful is the student's contribution to the class learning process?			
<b>1 (Unsatisfactory)</b>	<b>2 (Emerging)</b>	<b>4 (Proficient)</b>	<b>4 (Exemplary)</b>
No contributions to class (live or eCollege) in terms of quality and/or quantity.	Little contribution to class (live or eCollege) in terms of quality and/or quantity.	Some contribution to class (live or eCollege) in terms of quantity and/or quality.	Significant contribution to class (live or eCollege) in terms of quantity and/or quality.

### Grading rubric for course overall

	<b>1 (Unsatisfactory)</b>	<b>2 (Emerging)</b>	<b>3 (Proficient)</b>	<b>4 (Exemplary)</b>
Demonstrate an understanding of planning and conducting an engagement including making assessments of audit risk, fraud, materiality, and deciding the nature, timing, and extent of tests.	Student demonstrates poor understanding of planning and conducting an engagement including making assessments of audit risk, fraud, materiality, and deciding the nature, timing, and extent of tests.	Student demonstrates fair understanding of planning and conducting an engagement including making assessments of audit risk, fraud, materiality, and deciding the nature, timing, and extent of tests.	Student demonstrates good understanding of planning and conducting an engagement including making assessments of audit risk, fraud, materiality, and deciding the nature, timing, and extent of tests.	Student demonstrates excellent understanding of planning and conducting an engagement including making assessments of audit risk, fraud, materiality, and deciding the nature, timing, and extent of tests.
Identify objectives for particular audits, select and apply tests of control and substantive procedures to obtain appropriate audit evidence, evaluate the evidence, and draw reasonable conclusions.	Student demonstrates poor ability to identify audit objectives, select tests, evaluate evidence and draw conclusions.	Student demonstrates fair ability to identify audit objectives, select tests, evaluate evidence and draw conclusions.	Student demonstrates good ability to identify audit objectives, select tests, evaluate evidence and draw conclusions.	Student demonstrates excellent ability to identify audit objectives, select tests, evaluate evidence and draw conclusions.
Apply relevant account and reporting standards to evaluate and form opinions on financial statements.	Student demonstrates poor ability to apply account and reporting stds to evaluate and form F/S opinions.	Student demonstrates fair ability to apply account and reporting stds to evaluate and form F/S opinions.	Student demonstrates good ability to apply account and reporting stds to evaluate and form F/S opinions.	Student demonstrates excellent ability to apply account and reporting stds to evaluate and form F/S opinions.