

## **SBS-HC352-A: WRITING FOR ACCOUNTANTS**

Instructor: Tracey Riley

### **Course Description**

(Prerequisite: ACCT 321)

The main objective of this *1-credit challenge course* is to explore what accountants write and develop the skills necessary to write these materials effectively. Specific topics to be addressed are the writing process; organizing for coherence and clarity; grammar, punctuation, and spelling; and the design of accounting documents. Also discussed will be ethical considerations, the importance of listening skills to the communication process, the preparation of oral presentations, and the ability to interact with others in a respectful and professional way.

**Course Goals & Learning Objectives**

GOALS	OBJECTIVES	ASSESSMENTS
<p><b>Upon successful completion of this course, students will:</b></p>	<p><b>Upon successful completion of this course, students will be able to:</b></p>	<p><b>How the student will be assessed on these learning objectives:</b></p>
<p><b>understand</b> the skills needed to be good writers, including the grammatical constructions that give accounting students the most trouble.</p>	<ol style="list-style-type: none"> <li>1. <b>articulate</b> the results of their findings regarding accounting issues to a number of different audiences based on the needs and expectations of the reader.</li> <li>2. <b>express</b> their ideas in writing that is precise and easy to follow.</li> <li>3. <b>demonstrate</b> the ability to write with coherence, clarity, and conciseness.</li> <li>4. <b>identify</b> common errors with verbs, pronouns, modifiers, plurals, commas, semicolons, spelling, etc.</li> <li>5. <b>analyze</b> and revise writing.</li> </ol>	<p>Memo, letter, report, peer reviews, online homework, in-class quiz, in-class exercises</p>
<p><b>understand</b> the process of preparing for an oral presentation.</p>	<ol style="list-style-type: none"> <li>1. <b>analyze</b> the purpose of the presentation and the needs and interests of the audience.</li> <li>2. <b>appropriately allocate</b> the time allotted for delivery of the presentation.</li> <li>3. <b>demonstrate</b> their points with persuasive and effective visual aids.</li> <li>4. <b>identify</b> the techniques of delivery that contribute to an effective presentation.</li> </ol>	<p>Group presentation</p>
<p><b>understand</b> the importance of using critical thinking skills to comprehend accounting issues.</p>	<ol style="list-style-type: none"> <li>1. <b>use</b> inductive and deductive reasoning.</li> <li>2. <b>consider</b> problems from multiple points of view.</li> <li>3. <b>use</b> precise, clear language to construct unambiguous arguments readers can understand.</li> </ol>	<p>Memo, letter, report</p>

<p><b>understand</b> the steps involved in the accounting research process and the ethical considerations involved in writing accounting documents.</p>	<ol style="list-style-type: none"> <li>1. <b>determine</b> relevant facts.</li> <li>2. <b>identify</b> the issues involved, including the ethical issues based on standards established by entities such as the FASB and the AICPA.</li> <li>3. <b>research</b> the literature.</li> <li>4. <b>identify</b> alternative solutions and arguments.</li> <li>5. <b>clearly communicate</b> / report accounting information in an honest, reasonably complete manner.</li> </ol>	<p>Memo, letter, report, oral presentation</p>
<p><b>know</b> how to accept and give constructive criticism.</p>	<ol style="list-style-type: none"> <li>1. carefully <b>read and edit</b> the work done by another person.</li> <li>2. <b>make honest and helpful comments</b> on papers they review.</li> <li>3. <b>be open to suggestions</b> for improving their work, rather than being defensive.</li> </ol>	<p>Peer reviews, responses to peer reviews in final drafts</p>
<p><b>understand</b> the importance of group work.</p>	<ol style="list-style-type: none"> <li>1. fairly <b>divide responsibilities</b>.</li> <li>2. appropriately <b>address problems</b> in the group.</li> <li>3. <b>provide fair peer evaluations</b>.</li> </ol>	<p>Group presentation, peer evaluations</p>

