

Course: BU410 Auditing 3 hours
Credit: 3 Semester Hours
Semester: Fall 2021, Oct 25 – Dec. 17
Time: 8am-11am, E ED 120
Instructor: Dr. Tracy A. Haney, Dr.BA., MBA
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I. DESCRIPTION

This is an analytic course designed to expose students to multiple information system audits. This course emphasizes the applied nature of auditing using foundational principles and current research in the field. Relational strategies will be reviewed and examined between biblical and secular models. Models will include historical, cultural, structural, and organizational theories. (Prerequisite: BU201)

** This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

II. SYLLABUS DISCLOSURE

The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Develop an understanding of the critical role a relationship with Jesus Christ plays in the development of spiritual, ethical, and practical approach in the application of Auditing practice. (PLO 1,2,3,4,5,6)
2. Understand the critical need to develop an inquisitive learner's disposition required of auditing professionals capable of managing and adapting unfamiliar environmental circumstances. (PLO 4,5,6)
3. Recognize the essential research, analytical tools, and skills needed to advance professional auditing application, professional practice, and promote client confidence. (PLO 4,5,6)

4. Acquire a familiarity with relevant accounting and auditing regulatory agencies governing the evolving nature of the industry in order to engage such agencies for influential and ethical purposes. (PLO 1,2,4,5,6)
5. Know the components of the auditing cycle and the significant relevance a Christian worldview contributes to ethical outcomes. (PLO 1,2,3,4,5,6)

B. Specific competencies to be achieved. The student will:

1. Explore relevant biblical and theological content in conjunction with auditing assignments to develop a transformative Christian worldview consistent with professional reporting. (PLO 1, 2, 3)
2. Construct a general auditing procedure guide based on a Christian worldview that will serve as a foundation for future research and application. (PLO 1,2,3,4)
3. Apply appropriate business theory in the strategic development phase contributing to a spiritually infused auditing guide. (PLO 1,2,3,4,5)
4. Assess national and global environmental factors in order to cognitively and strategically design adaptable auditing procedural plan under adverse circumstances. (PLO 1,2,3,4,5) (pandemic, natural disaster, fraud, etc)
5. Examine client interpersonal relationship best practices from a biblical worldview to strengthen decision-making agility. (PLO 1,2,5)

IV. REQUIREMENTS

- A. Attendance of all classes
- B. Read text, complete assignments, and participate in class activities.
- C. Completion of course materials in each section according to the prescribed instructions and schedule.
- D. Complete assigned papers.
- E. Complete final exam.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as

supplemental sources. Please ask the professor if you have questions about a particular translation or version.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

Business Administration students must write papers according to the Publication Manual of the American Psychological Association, **7th edition (APA Manual)**. The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

V. METHODS

- A. Reading assignments
- B. Assigned problems and case studies
- C. Student Participation - discussion.
- D. Written assignments
- E. Case Studies, Projects

VI. MATERIALS

Louwers, T., Blay, Blay, A., Sinason, D., Strawser, J., Thibodeau, J. (2020) Auditing & Assurance Services (Auditing and Assurance Services) 7th Edition. McGraw-Hill. ISBN: ISBN 978-1-259-57328-6. Retail price used \$81.09

The Holy Bible, www.biblegateway.com (the instructor will use NASB). Please feel confident in using the Bible you use in other Calvary University courses (see statement below). Retail price \$0.00.

VII. TENTATIVE CLASS SCHEDULE

Weekly Topic	Assignments	Suggested Reading Schedule (Selected Portions to be assigned in some instances)
Wk1 Contemporary Auditing Environment/ Professional Standards (PLO 1-5; SLO 1,4)	Refer to Canvas Assignment/Discussion (PLO 1-5; SLO 1,4)	Ch. 1&2 (PLO 1-5; SLO 1,4)
Wk2 Engagement Planning/Management Fraud & Audit Risk (PLO 1-5; SLO 1-5)	Refer to Canvas Assignment/Discussion (PLO 1-5; SLO 1-5)	Ch. 3&4 (PLO 1-5; SLO 1-5)
Wk3 Risk Assessment: Internal Control Evaluation/ Employee Fraud & the Audit of Cash (PLO 1-5; SLO 1-5)	Refer to Canvas Assignment/Discussion (PLO 1-5; SLO 1-5)	Ch 5&6 (PLO 1-5; SLO 1-5)
Wk4 Revenue & Collection Cycle (PLO 2-5; SLO 1-5)	Refer to Canvas Assignment/Discussion (PLO 2-5; SLO 1-5)	Ch 7 (PLO 2-5; SLO 1-5)
Wk5 Acquisition and Expenditure Cycle (PLO ; SLO) (PLO 2-5; SLO 1-5)	Refer to Canvas Assignment/Discussion (PLO 2-5; SLO 1-5)	Ch 8 (PLO 2-5; SLO 1-5)
Wk6 Production Cycle/ Finance & Investment Cycle (PLO 2-5; SLO 1-5)	Refer to Canvas Assignment/Discussion (PLO 2-5; SLO 1-5)	Ch. 9&10 (PLO 2-5; SLO 1-5)
Wk7 Completing the Audit (PLO 2-5; SLO 1-5)	Refer to Canvas Assignment/Discussion (PLO 2-5; SLO 1-5)	Ch 11 (PLO 2-5; SLO 1-5)
Wk8 Reports on Audit Financial Statements (PLO 2-5; SLO 1-5)	Refer to Canvas Assignment/Discussion (PLO 2-5; SLO 1-5)	Ch. 12 (PLO 2-5; SLO 1-5)

Grading:

Discussions	25%
Homework Assignments	70%
Quiz (1)	5%

	100%

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS Grade:</i></p>
ORGANIZATION Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS Grade:</i></p>
FORMAT 4%	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS Grade:</i></p>
GRAMMAR, PUNCTUATION, & SPELLING 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT Grade:</i></p>

What is a Substantive Post? © 2016
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.