

**ACCOUNTING 350**  
**INTERMEDIATE ACCOUNTING I**  
**FALL 2019**

**INSTRUCTOR** Professor Weiss

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**FACULTY OFFICE** Bookstein Hall 3217

**OFFICE HOURS** Wednesdays, 5:30-6:30 p.m.  
(Also in NA 101 before class, after class, and at the break)

**OFFICE PHONE** (818) 677-2426

**TEACHING ASSISTANTS** Natalie Turcios (Lead TA)  
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**DEPT. WEBSITE** <http://www.csun.edu/acct/>

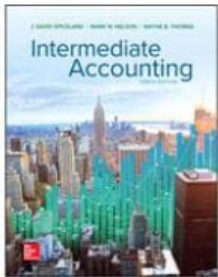
**CLASS WEBSITE** <http://www.csun.edu/acct350/>

**DEPARTMENT PHONE** (818) 677-2461

**REQUIRED**

*Intermediate Accounting* (10<sup>th</sup> Edition) – Spiceland, Nelson, and Thomas

To purchase your book, follow these instructions.



(1) Access Canvas at <https://canvas.csun.edu/>.

(2) Access Dashboard and select your class.

(3) Click the link identified as “RedShelf Course Materials” to access your eBook. There is no need to register, set up an account, or enter an access code.

(4) You will be charged \$44 by the University as an additional student fee unless you "opt out" of using the eBook by the end of the third week of the semester (September 13).

(5) For an additional \$30, you may purchase loose-leaf pages of the book at the bookstore to place in a binder.

(6) This book will be also be used in ACCT 351 and ACCT 352 at no additional cost to you.

[IMPORTANT: You may purchase the “hardcover” version of Spiceland through your own source (such as Amazon) at a much higher price. If you do this, don’t forget to “opt out” of the eBook through Canvas or you will be charged the \$44.]

**COURSE OBJECTIVE**

ACCT 350 is the first course in the 3-course intermediate accounting sequence. This course serves to develop and/or reinforce the foundation of basic financial accounting concepts and other related technical skills necessary to successfully major in accounting.

**LEARNING GOALS**

This course shall contribute to achieving the following objectives:

- Each student shall obtain a stronger conceptual and procedural understanding of financial accounting.
- Each student shall develop the technical financial accounting skills required to succeed in the accounting program.
- Each student shall develop critical thinking skills.
- Each student shall develop research and communication skills.

**SUGGESTIONS FOR SATISFACTORY PERFORMANCE**

- Read the required material and class notes before the related class meeting.
- Do all assigned work and ask questions in class or use Canvas.
- Work extra problems and exercises that were not assigned (the solutions for all chapters are available on the class web page).
- Periodically review past chapters, notes, and solutions to assignments.
- Spend a minimum of three hours of outside study and preparation for each hour spent in class.
- Read *How to Study Accounting*, which is located on pages 6 and 7 of this syllabus.

## GRADING

Grades will be assigned using the following point allocation:\*

Midterm Examination I	100 points
Midterm Examination II	100 points
Final Examination	300 points
Total	500 points

\***Negative Points:** As indicated in this syllabus, points shall be deducted for failure to submit acceptable written research assignments, failure to use Turnitin, unexcused absences, arriving to class late, talking to your neighbor during the lecture, and violating other rules of class decorum.

Final letter grades for this course shall be assigned using straight percentage and no plus/minus grading.

A = 90% or 450 points
B = 80% or 400 points
C = 70% or 350 points
D = 60% or 300 points
F = Less than 60% or 300 points

Class attendance is recorded each week. A permanent seating chart will be created at the second class meeting.

## PARTICIPATION POINTS

In situations **only where it will change your final “letter” grade**, an additional 2 to 10 bonus points will be given for participation in student events and activities during the semester. Events and activities must contain a relevant learning outcome to the study of accounting or networking in the field of accounting, and not be purely social, service or involve a different field other than accounting. Below are the most common events.

- Meet-the-Firms Night – 4 points
- Firm Office Tours – None
- Noon Technical Meetings – 2 points
- All-Day Saturday Workshops (resume writing or mock interviews) – 6 points
- All-Day EY Center Workshops – 4 points
- CPA Review Course Presentations – 2 points
- Internships or interviews for internships – None
- Awards Banquet (in the Spring) – 4 points
- For all other events, ask Professor Weiss

It is your responsibility to obtain verification (proof) of participation (e.g., a name tag from Meet-the-Firms Night and all-day workshops, signing a sign-in sheet at noon technical meetings, etc.). For technical meetings, you must obtain a stamp at the EY Center for Careers in Bookstein Hall 2224 on a flyer advertising the event or the printout of a B.A.A.M. News email **within 7 days after the event**. Beyond the 7 days, the Center will not stamp your document and you will not receive credit for that event. Save all documents until the end of the semester and **submit them at the last class meeting**.

**Submission:** List your activities (with the points you believe you should receive) on the form available on the class web page (see the top of the next column of this page for an example). Attach this sheet to the front of your verification documents (no plastic name tag holders) and place a staple in the corner. Do not use a paper clip, envelope or folder.

This participation form can be accessed using the class web page or at <http://www.csun.edu/acct350/pdfs/Form2.pdf>. Events and activities are offered at night and on weekends for students who work full-time and are unable to attend daytime events and activities. **Students repeating ACCT 350:** The participation points received in a prior semester cannot be used.

## CANVAS DISCUSSION BOARD

A discussion board is available for your use on Canvas (<https://canvas.csun.edu/>). Use it for general discussion about the material and concepts covered in the ACCT 350 lectures. Students are encouraged to respond to questions posted on Canvas by other students. Think of the Canvas discussion board as one large class study group.

## TABLEAU AND DATA ANALYTICS

Tableau is software that is widely used to analyze data in business (called data analytics). Accounting firms and other businesses expect employees to have a working knowledge of Tableau to perform data analytics. Chapters 1 through 4 each contain a data analytics case using Tableau. Each chapter in ACCT 351 and 352 will also contain a data analytics case. Therefore, it is important to complete the first four cases in ACCT 350 in order to be able to complete the cases in later classes. Click [here](#) for instructions to obtain a free copy of Tableau Desktop and to download the Excel data files. Free training videos can be accessed at <http://www.tableau.com/learn/training> (you only need the first three videos). These videos provide all the necessary knowledge to complete the cases. Students should download the Excel files to the same computer that the Tableau software has been downloaded (or a flash drive if using the Computer Lab on the second floor of Bookstein Hall). It is recommended that the files be saved in a folder for later use and easy access, as they will be used in future chapters.

## TUTORING

Tutoring is available from Beta Alpha Psi, the Business Honors Association, and the Learning Resource Center. Access to these resources will be announced.

## EY CENTER FOR CAREERS

The EY (Ernst & Young) Center for Careers is located in Bookstein Hall 2224 and provides unique career-planning services and opportunities for accounting and information systems majors. You are encouraged to visit this location

for the purpose of obtaining more information and familiarizing yourself with where your on-campus interviews will take place. Stop by and say hello to the director. Visit the EY Center web page at <http://www.csun.edu/acctis/ey-center/>. You are also encouraged to visit the University's *My Career Center* at <https://www.csun.edu/career/>.

### **DRESS FOR SUCCESS**

It is very important for students to wear business attire for interviews and when attending such events as Meet-the-Firms Night. However, this can be costly, especially on a student's limited budget. But good news! Business attire and accessories are available to you for "free" at two locations on campus: Dean's Closet (Bookstein Hall 2234) and Matty's Closet (Bayramian Hall 413). Matty's Closet doesn't open until the fourth week of the semester. Make arrangements early to ensure that you have what you need in time for your first event. More information will be provided in class.

### **RULES OF CLASS DECORUM**

- Missing class, arriving late to class (after the class lecture begins), **talking to your neighbor during the class lecture**, reading email, texting, and surfing the web on your laptop, cell phone, or tablet during class are examples of unacceptable conduct. Such behavior will result in the loss of points for each infraction.
- Cell phones must be turned off (or on vibrate) while in class. Failure to do so will result in the loss of points for each infraction.
- Cell phones and graphing calculators are not permitted to be used as calculators for exams or to be visible during exams.
- Asking a question in which the answer is contained in the class syllabus is evidence that you haven't read the syllabus as directed and, therefore, will result in the loss of points.
- Only wooden pencils may be used for exams.
- You should come to class prepared (this includes all assigned reading, exercises, and problems). If you cannot commit the time that is required for this course (especially if you are enrolled in an excessive number of units, your employment schedule is unusually demanding, and/or there are other demands on your time or concentration), it is strongly recommended that you take this course in the future when you have more time.

### **POLICY ON MISSED EXAMS**

**No make-up exams** are given. If you miss a midterm exam due to unavoidable circumstances, the final exam will be worth 400 points, provided:

- The reasons for missing the exam are acceptable to Professor Weiss.
- Professor Weiss was notified prior to the date of the exam.
- If Professor Weiss was not notified prior to the exam date, written documentation must be submitted to clearly establish that the circumstances were unavoidable and could not have been anticipated.

If a second midterm exam is missed, a grade of zero will be

assigned for that exam. If you miss the final exam due to unavoidable circumstances that could not have been anticipated, you may request the assignment of an incomplete grade within 24 hours after the exam is given by completing a Request for a Grade of Incomplete form available at [https://www.csun.edu/sites/default/files/request\\_incomplete.pdf](https://www.csun.edu/sites/default/files/request_incomplete.pdf). If you miss both a midterm exam and final exam, a grade of zero will be assigned for both exams regardless of the reasons. An incomplete grade assigned for missing the final exam will prevent you from enrolling in additional accounting classes until the final exam is taken and a "C" or higher is earned in ACCT 350.

### **REPEATING ACCT 350**

Students shall not be permitted to repeat ACCT 350 unless there are available seats. Students who earned at least 66% (330 points) in ACCT 350 will be given priority over other students attempting to repeat. As a result, there is a very high degree of certainty that no seats will be available for students who earn less than 66% (less than 330 points) in ACCT 350. Students shall not be permitted to repeat unless they have an overall and CSUN GPA of 3.3 or higher (without including the ACCT 350 grade in the GPA calculation) and have completed all Pre-Accountancy requirements, BUS 302 with a "C" or higher, and received credit for BUS 302L. **Less than 10% of all students are given the opportunity to repeat ACCT 350.** Students with extenuating circumstances that couldn't be anticipated may see Dr. Vedd, the Department Chair, in Bookstein Hall 3123. Online applications to repeat will be available at <http://www.csun.edu/acct/>.

### **ENROLLMENT IN ACCT 351, ACCT 351COM, ACCT 380, AND 400-LEVEL COURSES**

Students may not enroll in ACCT 351, ACCT 351COM, or ACCT 380 without a "C" or higher in ACCT 350 and BUS 302, and credit for BUS 302L. Students may not enroll in 400-level courses without a "C" or higher in BUS 302, credit for BUS 302L, and a passing score on the Upper-Division Writing Proficiency Exam.

### **REQUIREMENTS TO CONTINUE IN THE ACCOUNTING PROGRAM**

- Students must earn a grade of "C" or higher in each required upper-division business and accounting course in order to graduate. Students who earn less than a "C" are eligible to repeat an accounting course only once and only if/when a seat becomes available.
- No more than three upper-division business and/or accounting courses are allowed to be repeated.

Failure to comply with either of these requirements will result in the student being dropped from the accounting program and switched to another major.

### **WITHDRAWAL FROM CLASS**

The last day to withdraw from this class without any approval is **Friday, September 13** (the end of the third week). To withdraw during the fourth week of instruction, students must have a serious and compelling reason that is approved by the Professor Weiss and the Department Chair (Dr. Vedd). Requests for withdrawal after the fourth week are rarely approved and only in cases where the student

can provide written proof (to the Department Chair and Associate Dean) of extraordinary circumstances that have arisen from events beyond the student's control. Furthermore, there must be no viable alternative to the requested withdrawal, such as repeating the course. The following situations ARE NOT considered extraordinary circumstances and WILL NOT be approved to justify a withdrawal after the end of the fourth week of instruction:

- failing the class or receiving less-than-desired grade;
- waiting for the instructor to give a permission number;
- failing to take action to add or drop a class, assuming incorrectly that the instructor will do it for the student;
- failing to make payment of registration and/or waiting for financial aid;
- the need to work because of financial considerations or opportunities;
- encountering a situation that should have been anticipated, such as the need to have transportation, the need to pay for ordinary living expenses, the need for child care;
- aspirations of either the student or his/her family in regard to GPA, the dean's list, graduate school, scholarships, etc.;
- dissatisfaction with class material, instructor, instructional method, or class intensity;
- lack of motivation, change in academic interests, or change of major;
- participation in extracurricular activities; or

- academic overload and inability to keep up in all classes.

The following situations are typically the only ones that would meet the standard of extraordinary circumstances for which there is no viable alternative and would justify a withdrawal after the fourth week of instruction:

- medical documentation that the academic schedule is detrimental to the student's physical or mental health;
- activation for compulsory military duty;
- relocation out of the immediate area.

#### **POLICY ON ACADEMIC DISHONESTY**

Academic dishonesty, which includes cheating, fabrication, falsification, materially misleading omissions, facilitation of academic dishonesty, and plagiarism, is a serious academic offense. Access *Policies and Procedures* in the current online University Catalog and carefully review the definitions and penalties contained in the *Academic Dishonesty* section. A grade of "F" shall be assigned to any student who engages in academic dishonesty in this class, and formal disciplinary action shall be requested.

**IMPORTANT: THIS SYLLABUS CONSTITUTES A CONTRACT BETWEEN THE STUDENT AND PROFESSOR. STUDENTS WHO REMAIN IN ACCT 350 AFTER SEPTEMBER 13, 2019 CERTIFY THE FOLLOWING: THEY HAVE THOROUGHLY READ THIS SYLLABUS AND UNDERSTAND ALL INFORMATION CONTAINED THEREIN, AND ACCEPT ALL TERMS AND CONDITIONS, INCLUDING WHAT IS REQUIRED FOR STUDENTS TO CONTINUE IN THE ACCOUNTING PROGRAM. IN THE EVENT OF A CAMPUS EMERGENCY, THE POINT ALLOCATION USED TO ASSIGN THE FINAL COURSE LETTER GRADE MIGHT NEED TO BE ADJUSTED.**

# Class Schedule and Assignments

**Assignments are expected to be attempted by (or submitted on) the date listed.**

[Except for the online material, all assignments below are in the Spiceland eBook.]

<p><b>WEEK 1</b> Wed., Aug. 28</p>	<ul style="list-style-type: none"> <li>■ Accounting Information System</li> <li>■ Accounting Equation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Optional:</b> Begin reading the <i>Review Primer</i> (located on the class web page) and Chapters 1, 2, 3, and 4 at <a href="https://www.principlesofaccounting.com/the-accounting-cycle/">https://www.principlesofaccounting.com/the-accounting-cycle/</a>.</li> </ul>
<p><b>WEEK 2</b> Wed., Sept. 4</p>	<ul style="list-style-type: none"> <li>■ Journal Entries and Accounting Cycle</li> <li><b>Chapter 2</b> - pp. 47-63</li> <li>■ Cash/Accrual Accounting</li> <li><b>Chapter 1</b> - pp. 7-8</li> </ul>	<ul style="list-style-type: none"> <li>● Download Tableau or use the computer lab. For instructions, click <a href="http://www.tableau.com/learn/training">here</a>. Also view the 3 "getting started" training videos at <a href="http://www.tableau.com/learn/training">http://www.tableau.com/learn/training</a>.</li> </ul>
<p><b>WEEK 3</b> Wed., Sept. 11</p>	<ul style="list-style-type: none"> <li>■ Adjusting Journal Entries (AJEs)</li> <li><b>Chapter 2</b> - pp. 63-72</li> </ul>	<ul style="list-style-type: none"> <li>● Handout #1</li> </ul>
<p><b>WEEK 4</b> Wed., Sept. 18</p>	<ul style="list-style-type: none"> <li>■ Closing Process</li> <li><b>Chapter 2</b> - pp. 76-80</li> <li>■ Inventory</li> </ul>	<ul style="list-style-type: none"> <li>● Handout #2</li> <li>● <b>Chapter 1 Data Analytics Case (p. 43).</b></li> </ul>
<p><b>WEEK 5</b> Wed., Sept. 25</p>	<ul style="list-style-type: none"> <li>■ Operating Cycle</li> <li>■ Balance Sheet</li> <li>■ Disclosure</li> <li><b>Chapter 2</b> - pp. 85-90</li> <li><b>Chapter 3</b> - pp. 111-136</li> </ul>	<ul style="list-style-type: none"> <li>● Handout #3</li> <li>● E3-2, E3-3, E3-11, P3-10</li> </ul>
<p><b>WEEK 6</b> Wed., Oct. 2</p>	<p><b>MIDTERM EXAM I</b> – Chapters 2 and 3, Handouts 2 and 3, exercises, problems, lectures, &amp; notes (5-98).</p>	
<p><b>WEEK 7</b> Wed., Oct. 9</p>	<ul style="list-style-type: none"> <li>■ Income Statement</li> <li>■ Discontinued Operations</li> <li>■ Changes/Corrections</li> <li><b>Chapter 4</b> - pp. 167-189, 197-207</li> </ul>	<ul style="list-style-type: none"> <li>● Handout #4</li> </ul>
<p><b>WEEK 8</b> Wed., Oct. 16</p>	<ul style="list-style-type: none"> <li>■ Cash to Accrual Conversion</li> <li><b>Chapter 2</b> - pp. 80-82</li> </ul>	<ul style="list-style-type: none"> <li>● View online lectures for slides 109-122.</li> <li>● <b>Chapter 2 Data Analytics Case (pp. 106-107).</b></li> </ul>
<p><b>WEEK 9</b> Wed., Oct. 23</p>	<ul style="list-style-type: none"> <li>■ Codification and Case Research</li> </ul>	<ul style="list-style-type: none"> <li>● Handout #5, E2-15, E2-18, E2-19, P2-11</li> </ul>
<p><b>WEEK 10</b> Wed., Oct. 30</p>	<ul style="list-style-type: none"> <li>■ Statement of Cash Flows</li> <li><b>Chapter 4</b> - pp. 189-197</li> </ul>	<ul style="list-style-type: none"> <li>● E4-17, E4-20, P4-1</li> <li>● <b>Submit Research Question</b> Loss of 5 points for failure to submit an acceptable paper.</li> <li>● <b>Chapter 3 Data Analytics Case (pp. 164-165).</b></li> </ul>
<p><b>WEEK 11</b> Wed., Nov. 6</p>	<ul style="list-style-type: none"> <li>■ Present Value</li> <li><b>Chapter 5</b> - pp. 239-40, 248, 252-54</li> </ul>	<ul style="list-style-type: none"> <li>● Handout #6</li> </ul>
<p><b>WEEK 12</b> Wed., Nov. 13</p>	<p><b>MIDTERM EXAM II</b> – Chapter 4, Handouts 4 &amp; 5, exercises, problems, lectures, &amp; notes (99-130).</p>	
<p><b>WEEK 13</b> Wed., Nov. 20</p>	<ul style="list-style-type: none"> <li>■ CPA Exam</li> <li>■ GAAP, FASB, SEC, and Standards</li> <li><b>Chapter 1</b>- pp. 3-6, 8-32</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Submit Handout #7</b> Loss of 10 points for failure to submit an acceptable paper and 10 points for failure to use Turnitin.</li> <li>● <b>Chapter 4 Data Analytics Case (pp. 235-236).</b></li> </ul>
<p><b>WEEK 14</b> Wed., Nov. 27</p>	<ul style="list-style-type: none"> <li>■ Conceptual Framework/IFRS</li> </ul>	<ul style="list-style-type: none"> <li>● Handout #8, P5-1, P5-13</li> </ul>
<p><b>WEEK 15</b> Wed., Dec. 4</p>	<ul style="list-style-type: none"> <li>■ Miscellaneous Topics</li> </ul>	<p>Participation Forms and Documentation Due</p>
<p><b>WEEK 16</b> Wed., Dec. 11</p>	<p><b>FINAL EXAM</b> – Chapters 1, 2, 3, 4, 5, Handouts 1, 2, 4, 5, 6, &amp; 8, exercises, problems, lectures, &amp; notes (5-69, 77-130, and 152-216)</p>	

# HOW TO STUDY ACCOUNTING

The following recommendations will help you achieve the maximum results for your study efforts. Although there is no substitute for **HARD WORK**, investing the **REQUIRED TIME**, and a **DESIRE TO LEARN**, using your time more efficiently will pay off for you.

## READING THE BOOK

1. Studying accounting is not like reading a novel or studying history or sociology.
  - a. Each assignment in accounting **builds** on previous assignments. If you do half-hearted work in early chapters, you may be confused or lost by the time you reach later chapters.
  - b. Accounting books are condensed. Almost every sentence is important. Scan reading just does not work!
2. Read to understand **"why"**.
  - a. This is a technical subject that is logical and requires reasoning. Strive to be able to say, "I understand why that is done." If you can understand "why" in accounting, there is very little to memorize – this is critical because the subject of accounting cannot be memorized if you plan to apply it to complex and unstructured accounting problems.
  - b. **Try to explain every new topic in your own words.** Putting the new ideas into your own words is better than reciting the words in the textbook a hundred times.
3. Work problems to understand **"how to apply what you learned."**
  - a. Even though you understand "why it is done" in accounting, you must also be able to apply it to a set of facts.
  - b. Be certain that you understand "how" as well as "why". Work the examples that are used with the reading material in the textbook. Don't just copy what's in the book. Try your own skill and then check your answers.
4. Continue to **review**.
  - a. Go back to previous chapters and notes to **refresh your memory**. Rework problems that were difficult for you. Try to work extra problems that are similar to the assigned homework.
  - b. Never wait until examination time to review your accounting. The **review-as-you-go** approach produces better results, doesn't take as long, and saves all that last minute worry and time sacrificed at the expense of your other classes. The **forgetting curve** is the mirror image of the learning curve. You will forget as fast as you learned. It is a scientific fact that information that has been forgotten requires that it be relearned from the beginning (not merely reviewed), requiring the same amount of time it took to learn it originally. Think of it as preventing a candle flame from going out.
5. If there is something you don't understand, prepare specific questions to ask your professor. Some students keep a notebook of concepts with which they have questions. **PIN-POINT THE ITEMS THAT YOU DO NOT UNDERSTAND.** Don't make vague comments to your professor such as "I don't understand any of this material." Such statements are a strong indication to the professor that you have made no attempt to try to understand, and will receive very little sympathy or help.

## WORKING EXERCISES AND PROBLEMS

1. **(RTP) Read the problem!** Read the instructions and scan the problem to see what is ahead.
2. Work the problems without **"page flipping"** back to the chapter and/or lecture notes.
  - a. When in doubt, look back at the chapter and/or lecture notes – but **NOT** until you have tried to do the problem on your own. This indicates that you do not understand the chapter material. You are not prepared for an examination.
  - b. The "page-flipping" method is guaranteed to waste a maximum amount of your time and to produce a minimum of results.
3. **Keep up with the class! IT IS EASIER TO KEEP UP THAN TO CATCH UP!!**
  - a. Check your solution against the solution presented in class (or online).
  - b. Be sure that you understand the correct solution.
4. Note what part of the problem you are having difficulty, and ask questions during class, after class, and during your professor's office hours.
5. **PRACTICE! PRACTICE! PRACTICE!** You might think that you know the material, but later you find out that you can't apply what you know on an exam because you haven't practiced enough. How much should you practice? Every spare minute!

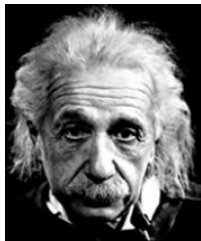
## MAKING THE BEST USE OF CLASS TIME

1. Classes are never interesting unless you **participate**.
2. Always be **prepared** before you go to class.
3. **Don't be afraid to ask questions.** If you have a question, at least ten other students probably have the same question but are too insecure or shy to ask.
4. Students who make **failing grades** also fail to attend class meetings, fail to pay attention during class, fail to do the assignments, and fail to ask the professor for help until it is too late. And when they do ask, it isn't for help. They go to the professor to offer excuses for poor performance. Remember,

when you start your professional career after graduation, **excuses won't explain away poor performance; nor will excuses earn you a passing grade in an accounting class.**

## PREPARING FOR AND TAKING EXAMS

1. Be **specific** in your study. Concentrate on the material that seems to be most important. Note the items that your professor emphasizes in class and homework problems that are assigned.
2. Every exam has an element of speed. If you are slow, you probably need to study and practice more.
3. The questions that appear on exams approach the material from a slightly different direction to test your ability to **reason** and **understand** rather than your ability to memorize.
4. Don't stop with just "getting the idea". It is often a great shock to students who thought they understood the material but did poorly on the exam. "Why?" they ask. The answer is simple. Of course it is important to "understand" the material. But unless you can "apply" what you have learned, the results you get on an exam will be very disappointing. How do you know if you can "apply" what you've learned? PRACTICE! PRACTICE! PRACTICE! The best indicator is being able to work all of the homework problems correctly during your review without looking at the solutions – and to do so with speed. **Build speed** with homework problems. If you can't finish an exam in the allowed amount of time, it won't matter how much you know or can apply.
5. **Again, (RTP) read the problem!** When taking exams, many points are lost and questions missed because the student does not READ THE PROBLEM, especially with multiple choice questions. Read what the question is really asking, not what you think or want it to ask. **Avoid careless errors.** On every exam, assume that you have made several careless errors and allow enough time at the end of the exam to look for them.
6. An excellent strategy to use when taking an exam is to quickly look through the entire exam and answer all of the questions that are easy for you. Those are "sure" points and help to relieve the pressure when you go back to work on the more difficult and time-consuming problems. Don't waste excessive time on just one problem – move on and come back to it later. Some problems are like quicksand – don't stay in it too long or you will get stuck and sink.
7. For a long exam question with a lot of facts and information, the best approach is to first go to the end of the question and read **what is being asked**. Then read the entire question. With this approach, you only need to read the question once, not twice. This approach enables you to begin answering the question during the first reading because you know what is being asked. You are able to avoid wasting time processing irrelevant facts not required to answer the question. You will be surprised at how much valuable time you will save by not reading the same question twice.
8. Another successful strategy is for you to **create your own exam** – those questions that you would include on the exam if you were teaching the class. And then take your own exam. Creating your own exam questions with solutions is great practice.
9. Do you experience **anxiety** when taking an exam? This is a very common problem for students. You might find the following websites helpful.
  - [https://www.testprepreview.com/test\\_anxiety.htm](https://www.testprepreview.com/test_anxiety.htm)
  - <http://www.test-preparation.ca/how-to-overcome-test-anxiety/>
  - <http://www.horizonlorain.org/wp-content/uploads/2016/03/Reducing-Test-Anxiety.pdf>
10. The greatest weaknesses in a student's ability to take an exam are failure to **concentrate**, failure to keep his/her **composure**, and failure to maintain a **steady pace**. Be aware of the time to help pace yourself. But don't break your concentration or lose your composure by constantly thinking about the time factor. Don't let your mind close up on you and end any chance you have of doing well. It is better to concentrate on answering only 80% of the questions and getting them all correct than to answer all of the questions and missing half of them. It is important to get a good night of **sleep** before the exam even if you think you need that time to study. Your mind will not function at peak effectiveness if you are deprived of necessary sleep. Your recall and analytical ability will be severely diminished. Also, quit studying at least two hours before the exam to give your mind a chance to rest. Whatever you still don't know within two hours isn't going to matter on an accounting exam. Cramming is counterproductive and actually increases anxiety. Also, it is important to **eat** a healthy meal that day, but don't eat within two hours of the exam.



## ADVICE FROM ALBERT EINSTEIN

"If you can't explain it *simply*, you don't understand it well enough."