

COURSE OUTLINE: AC1103 Accounting I

Academic Year	2022/2023	Semester	2
Course Coordinator	Mrs Chan-Ng Ai Lin		
Course Code	AC1103		
Course Title	Accounting I		
Pre-requisites	Nil		
No of AUs	4		
Contact Hours	4		

A) Course Aims/Description

Accounting is the language of business. This first accounting course aims to provide students with the knowledge and skills to apply the Singapore Financial Reporting Standards (International) (“SFRS(I)”) to recognise, measure, present and disclose assets, liabilities, equity, revenue and expenses in the financial statements.

B) Intended Learning Outcomes/Objectives (ILO)

Upon successful completion of this course, you would be able to:

- ILO1. Explain the conceptual framework for financial reporting and the accounting concepts.
- ILO2. Prepare the journal entries to record the business transactions in the accounting information system.
- ILO3. Prepare adjusting and correcting journal entries.
- ILO4. Prepare the financial statements in accordance with Singapore Financial Reporting Standards (International).
- ILO5. Apply Singapore Financial Reporting Standards (International) to recognise, measure, present and disclose information in the financial statements arising from transactions related to the company’s operating, investing, and financing activities.
- ILO6. Identify and describe the ethical issues, if any, arising in a business situation and apply ethical reasoning to resolve the ethical issues and dilemma.
- ILO7. Develop oral communications skills.

C) Course Content

The first part of the course covers how business activities are recognised, measured and communicated to business stakeholders in the accounting information system. It covers the types of financial statements, the elements of financial statements, the accounting equations, the double entry recording system, the accounting cycle and the conceptual framework for financial reporting.

Next, the course covers the application of SFRS(I) to recognise, measure, present and disclose information in the financial statements arising from transactions related to the company’s operating activities (cash, receivables, inventories, revenue, and expense), investing activities (property, plant and equipment, intangible assets) and financing activities (equity and liabilities).

The course also covers the professional ethics of Accountants and ethical reasoning skills

D) Assessment (includes both continuous and summative assessment)						
	Component	ILO Tested	NBS Learning Goal	Weightage %	Team/ Individual	Assessment rubrics
1	Class participation	1 to 7	Oral communication	10%	Individual	See Appendix A
2	Seminar Presentation	1 to 7	Oral communication	10% 5%	Individual Team	See Appendix B
3	Ethical reasoning test	6	Ethical reasoning	5%	Individual	See Appendix D
4	Mid-term test	1 – 5	Acquisition of knowledge, Problem solving and decision making	20%	Individual	N.A
5	Final examination	1 – 6	Acquisition of knowledge, Problem solving and decision making	50%	Individual	N.A
	Total			100%		
<p><i>Class participation (10%)</i> The purpose of class participation is to (i) develop and enhance students' verbal communication skills; and (ii) to enhance students' learning through group discussions. Class participation will also allow instructors to obtain feedback on students' thinking and learning, and hence facilitate instructors' intervention to improve students' cognitive processes. Class participation will be assessed on an individual basis. Absenteeism from seminars without a valid reason will adversely affect this assessment component. Please refer to Appendix A for the class participation grading rubric. Further guidelines will be posted on NTULearn.</p> <p><i>Seminar Presentation (15%)</i> The purpose of seminar presentation is to develop and enhance students' verbal communication and presentation skills. The seminar presentation is done on a team basis and every member will have to present. Each team will make a seminar presentation during the course. Please refer to Appendix B for the seminar presentation grading rubric. The assessment for structure and content (5%) will be made on a team basis and the assessment for oral communication (10%) will be made on an individual basis. After presentation, team members will submit an online peer evaluation. Please refer to Appendix C for the peer evaluation rubric. Further guidelines will be posted on NTULearn.</p>						

Ethical reasoning test (5%) & Mid-term test (20%)

– scheduled on 25 February 2023, Saturday, at 10.30 am (venue to be advised)

These tests are closed book assessments. The purpose of these assessments is to assess the students on the knowledge acquired and their ability to apply the knowledge acquired to solve problems and make decisions. These assessments also serve as vehicles for providing feedback to the instructors on the students' understanding and application of concepts. The mid-term test will cover materials from lessons 1 to 6. Please refer to Appendix D for the ethical reasoning skills rubric that is used to assess students for the ethical reasoning test.

Students who are absent for the assessment(s) without a valid reason (i.e. medical certificate or official leave of absence) will score zero for the missed assessment(s). Those with valid reasons will sit for a re-assessment(s) in teaching week 8. More details of the assessments will be announced nearer to the assessment dates.

Final Examination (50%)

– scheduled on 21 April 2023, Friday, at 2.30 pm (venue to be advised)

The 2.5-hour examination is open book. The purpose of the final examination is to comprehensively test the students' understanding and application of conceptual and technical knowledge acquired during the semester. Students, who are absent for the examination, will have to repeat the entire course.

E) Formative feedback

Feedback is central to this course. Formative feedback will be given to students in accordance to the grading rubrics provided in the appendices. For class participation, each student will receive a final feedback at the end of the semester. For seminar presentation, each student will receive a feedback from the instructor after the seminar presentation. Feedback for the ethical reasoning test will be provided before the final examination. You will also receive summative group feedback on the mid-term test and the final examination.

F) Learning & Teaching Approach

The teaching-learning mode is structured into one online LAMS lesson (i.e. e-learning) and a four-hour seminar per week. The weekly online LAMS lessons are available in NTULearn course site for each seminar group. The first seminar will commence on week of 9 January 2023.

Approach	How does this approach support students in achieving the learning outcomes
1. Online LAMS lessons	The weekly online LAMS lessons consist of videos to explain the key concepts and online questions to test the students on the grasping of key concepts. Students view these videos and attempt the self-assessment questions during their own time and pace. This will allow students to achieve the learning goals of acquisition of knowledge, problem solving and decision making skills and the ILO1 to 6.
2. 4-hour seminars	The prescribed discussion questions will be examined in details during the weekly 4-hour seminars via class discussion and seminar presentations. The class discussion and seminar presentations

allow students to gain learning goal of oral communication skills and the ILO1 to 7.

G) Readings and References

The readings listed in the proposed lesson schedule are extracted from the customised textbook titled AC1103 – Accounting I for academic year 2019-2020. The chapters of the customised textbook are extracted from the following textbooks.

- 1) STH Spiceland J. D., Thomas W., Herrmann D. (2019), “Financial Accounting”, 5th edition, McGraw-Hill.
(NTU Library Call Number: HF5636.S754 2019)
- 2) SNTLL Spiceland J.D., Nelson M. W., Thomas W.B., Tan P., Low B., Low K. Y. (2019) “Intermediate Accounting”, 2nd Global Edition, McGraw-Hill.
(NTU Library Call Number: HF5635.S754i 2019)
- 3) MM Mintz S. M., Morris R. E. (2020), “Ethical Obligations and Decision Making in Accounting: Text and Cases”, 5th Edition, McGraw-Hill.
(NTU Library Call Number: HF5616.U5M667e 2020)

Other supplementary textbooks are:

- 4) NCKL Ng E. J., Choo T. M., Koh W. C, Low K. Y. (2018), “A Practical Guide to Financial Reporting Standards (Singapore)” 7th edition, Wolters Kluwer.
(NTU Library Call Number: HF5681.B2N576p 2018)

Students are encouraged to purchase NCKL as this book can be used for a few accounting modules. Students are also encouraged to read the Straits Times and Business Times daily. Additional readings may be prescribed as and when necessary.

Website References

1. www.asc.gov.sg : The Accounting Standards Council website. The complete set of Singapore Financial Reporting Standards (International) and Interpretations issued by the ASC are available here. Students should also take note of the various Exposure Drafts issued.

SFRS(I) Singapore Financial Reporting Standards (International) are available at www.asc.gov.sg/firstvolume

SFRS(I) INT Interpretations of Singapore Financial Reporting Standards (International) are available at www.asc.gov.sg/firstvolume
2. www.acra.gov.sg : The accounting & Corporate Regulatory Authority (ACRA) website. The Singapore Companies Act, Chapter 50 (CA) and other relevant legislations (e.g., Accountants act) can also be downloaded from this site.

3. www.ifrs.org : The International Accounting Standards Board (IASB) website. As Singapore's FRs are largely based on the IFRSs issued by the IASB, the postings on this site provide very useful insight on current and future developments.
4. www.iasplus.com : This website contains a Model IFRS Financial Statement & an IFRS Disclosure Checklist which are useful references when preparing financial statements in compliance with IFRS and US FASB Standards.
5. www.fasb.org : The US Financial Accounting Standards Board (FASB) website.
6. www.sgx.com : The Singapore Exchange (SGX) website. Many relevant company specific information including annual reports of companies listed on the exchange can be found here.
7. The "Big 4" international accounting firms post many relevant accounting articles and commentaries on their websites:
www.deloitte.com : Deloitte & Touche website;
www.ey.com : Ernst and Young website;
www.kpmg.com : KPMG website; and
www.pwc.com : PWC website.

H) Course Policies and Student Responsibilities

(1) *General*

You are expected to complete the LAMS lessons, i.e. e-learning materials, prescribed readings and prepare the prescribed discussion questions before the weekly four-hour seminar. You are also expected to be punctual for the weekly seminar and participate in all the seminar discussions and activities. If you have missed a seminar, you are expected to take responsibility to follow up with the course notes and the in-class discussions that you have missed. You are also expected to take all scheduled seminar presentations and tests by due dates.

(2) *Absenteeism*

Absence from class without a valid reason will affect your class participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar, you must inform the course instructor via email prior to the start of the seminar and arrange for a make-up seminar with your course instructor.

(1) *Academic Integrity*

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. You can refer to the University's Student Code of Conduct (link: <https://ebook.ntu.edu.sg/student-code-of-conduct.html>) and the academic integrity guidelines (<https://www.ntu.edu.sg/education/teaching-learning/learning->

[resources](#)) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Office Consultation Hours
Mrs CHAN-NG Ai Lin*	S3-B2A-02	6790 4632	alng@ntu.edu.sg	By prior appointment via email.
Adj Assoc Prof Anil SHUKLA	S3-B2C-83	6790 5006	anilshukla@ntu.edu.sg	
Ms CHEONG Sook Fun	To be advised		sookfun@ntu.edu.sg	

*Course coordinator

K) Planned Weekly Schedule

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
<p>1</p> <p>Week of 9 Jan 2023</p>	<p>Seminar 1</p> <ol style="list-style-type: none"> 1. Role of accounting in business 2. Conceptual framework for financial reporting 3. Elements of financial statements 4. The accounting equations 5. Impact of business transactions on the accounting equations 	<p><u>Lesson ILOs:</u></p> <ol style="list-style-type: none"> 1. Describe what business is and explain how business creates value 2. Describe the different legal forms of business organisations and factors to be considered when selecting a legal form of business. 3. Describe the nature of accounting and its role in business 4. Explain the contract model of firm and the contracting theory. 5. Identify the stakeholders of business and the information needs of these stakeholders in both private and public sectors. 6. Explain what information risk is, the factors affecting the quality of information and ways to mitigate information risk. 7. Explain how the accounting standards are issued internationally and in Singapore. 8. Identify the objective of general-purpose financial reporting. Explain the role of financial reporting in the decision making process of the business stakeholders. 9. Identify the reporting requirements of business entities in Singapore. 10. Define the reporting entity. 11. Describe the nature of elements reported in the financial statements. 12. Analyse the linkages among the financial statements. 13. Identify the types of business activities – financing, investing and operating activities. 14. Interpret the accounting equations. 15. Analyse the impact of business transactions on the accounting equations. 16. Explain the accounting concepts and principles: business entity, monetary units, going concern, time period, objectivity and historical cost. <p>Course ILO: ILO1</p>	<p>STH Chapters 1 and 2 (Part A)</p> <p>SFRS(I) Conceptual Framework for Financial Reporting (Chapters 1, 3 and 4)</p>

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
<p>2</p> <p>Week of 16 Jan 2023</p>	<p>Seminar 2</p> <ol style="list-style-type: none"> 1. The accounting cycle 2. The double entry system 3. Goods and services tax 4. Cash vs accrual basis of accounting 	<p><u>Lesson ILOs:</u></p> <ol style="list-style-type: none"> 1. Explain the accounting cycle – recording phase, adjusting phase, reporting phase and closing phase. 2. Apply the double-entry accounting system to record business transactions during the recording phase. 3. Calculate and record GST Input and Output Taxes. 4. Explain and differentiate between accrual and cash basis of accounting. 5. Calculate the incomes and expenses recognised under accrual and cash basis of accounting. 6. Explain the accounting concept and principle: matching principle. <p>Course ILO: ILO2</p>	<p>STH Chapter 2 (Part B)</p> <p>STH Chapter 3 (Pg 114 to 118)</p>
<p>3</p> <p>Week of 23 Jan 2023</p> <p><i>Note: 23 (Monday) and 24 (Tuesday) Jan 2023 are public holidays</i></p>	<p>Seminar 3</p> <ol style="list-style-type: none"> 1 Adjusting entries 2 Closing entries 3 Preparation of financial statements 4 Qualitative characteristics of useful financial information 	<p><u>Lesson ILOs:</u></p> <ol style="list-style-type: none"> 1. Identify and prepare adjusting entries for accrued income, accrued expense, prepaid expense, unearned revenue and depreciation. 2. Prepare closing entries. 3. Prepare the trial balance. 4. Prepare the Statement of Profit or Loss, Statement of Financial Position, and Statement of Changes in Equity. 5. Discuss the use of a Conceptual Framework in the setting of accounting standards 6. Apply the principles of the framework to recommend an accounting treatment for business transactions. 7. Explain the qualitative characteristics of useful financial information. 8. Explain the accounting concept and principle: materiality concept. <p>Course ILO: ILO1 and ILO3</p>	<p>STH Chapter 3</p> <p>SFRS(I) Conceptual Framework for Financial Reporting (Chapter 2)</p>

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
<p>4</p> <p>Week of 30 Jan 2023</p>	<p><u>Seminar 4</u></p> <p>1. Inventories</p>	<p><u>Lesson ILOs:</u></p> <ol style="list-style-type: none"> 1. Explain the operating activities of a merchandising firm. 2. Identify and explain the strategy, risks and controls associated with inventory. 3. Explain the concept of lower of cost or net realizable value to inventory valuation. 4. Differentiate between the periodic and perpetual inventory systems. 5. Prepare journal entries to record the business transactions of a merchandising firm using periodic and perpetual inventory systems. 6. Calculate the ending inventory and cost of goods sold using various inventory valuation methods under the periodic and perpetual inventory systems. 7. Evaluate the impact of different inventory valuation methods on profits. 8. Account for inventory impairment. 9. Present and disclose inventory in the financial statements. 10. Calculate and interpret gross profit margin, inventory turnover ratio and average number of days to sell inventory. 11. Analyse the impact of inventory errors on profits. 12. Explain the accounting concepts and principles: conservatism principle / prudence concept and consistency principle. <p>Course ILO: ILO4 and ILO5</p>	<p>STH Chapters 5 (Part A) and 6</p> <p>SFRS(I) 1-2</p>
<p>5</p> <p>Week of 6 Feb 2023</p>	<p><u>Seminar 5</u></p> <ol style="list-style-type: none"> 1. Inventories (continued) 2. Ethical Reasoning 	<p><u>Lesson ILOs:</u></p> <ol style="list-style-type: none"> 1. Refer to seminar 4's Lesson ILOs for Inventories 2. Explain the relevance and importance of ethical and professional issues in complying the accounting standards. 3. Identify and describe the ethical dilemmas in financial reporting and from an ethical situation. 4. Apply ethical reasoning to resolve the ethical issues and dilemma. 5. Assess the consequences of not upholding ethical principles in the preparation of financial reports. <p>Course ILO: ILO4, ILO5, and ILO6</p>	<p>MM Chapters 1 and 2 (Learning Objective 2-5)</p> <p>ISCA Code of Professional Conduct and Ethics EP100 August 2021 (Parts 1 and 2)</p>

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
6 Week of 13 Feb 2023	<u>Seminar 6</u> 1. Receivables 2. Cash	<u>Lesson ILOs</u> 1. Identify and explain the strategy, risks and controls associated with credit sales and accounts receivable. 2. Differentiate between the direct write-off method and the allowance method in recording impairment loss on accounts receivable. 3. Explain why the direct write-off method violates the matching principle. 4. Estimate the impairment loss of accounts receivable using the expected loss model. 5. Prepare journal entry to record the impairment loss of accounts receivable, the write off of accounts receivable and the recovery of bad debts using the allowance method. 6. Present and disclose accounts receivables and cash in the financial statements. 7. Calculate and interpret the receivable turnover ratio and average collection period. 8. Define what cash and cash equivalents are. 9. Explain the importance of cash management and controls 10. Prepare and interpret a bank reconciliation Course ILO: ILO4 and ILO5	STH Chapters 4 and 5 (Part B) SFRS(I) 9

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
7 Week of 20 Feb 2023	<u>Seminar 7</u> 1. Revenue and expenses 2. Accounting for revenue from contracts with customers	<u>Lesson ILOs:</u> 1. Define revenue and expenses in accordance to the conceptual framework for financial reporting. 2. Identify the recognition and measurement issues for revenue and expenses. 3. Account for revenue from contracts with customers under SFRS(I) 15. 4. Present and disclose revenue and expenses in the financial statements. Course ILO: ILO1, ILO4, and ILO5	SNTTLL Chapter 5 SFRS(I) 15 SFRS(I) 15 Illustrative Examples
	Ethical Reasoning (5%) and Mid-Term Test (20%) : 25 February 2023, Saturday , 10.30 am – 12.30 pm, venue to be to be advised at a later date Coverage: Lessons 1 to 6		
Recess – Week of 27 February 2023			
8 Week of 6 Mar 2023	<u>Seminar 8</u> 1. Accounting for revenue from contracts with customers (continued) 2. Accounting for sale with a right of return under SFRS(I) 15.	<u>Lesson ILOs:</u> 1. Refer to seminar 7's Lesson ILOs for Revenue 2. Account for sale with a right of return under SFRS(I) 15. Course ILO: ILO1, ILO4, and ILO5	SNTTLL Chapter 5 SFRS(I) 15 SFRS(I) 15 Illustrative Examples

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
<p>9</p> <p>Week of 13 Mar 2023</p>	<p>Seminar 9</p> <p>1. Presentation and disclosure of financial statements</p>	<p><u>Lesson ILOs:</u></p> <ol style="list-style-type: none"> 1. Explain the general principles of disclosure and communication with shareholders. 2. Present and disclosure the financial statements in accordance to SFRS(I) 1-1 requirements 3. Explain the issues relating to the convergence/non-convergence of accounting standards. 4. Identify the key differences between IFRS and Singapore accounting standards <p>Course ILO: ILO4</p>	<p>SFRS(I) 1-1</p> <p>SFRS(I) 1-1 Implementation Guidance</p> <p>ISCA Illustrative FS</p>
<p>10</p> <p>Week of 20 Mar 2023</p>	<p>Seminar 10</p> <p>1. Property, Plant and Equipment (“PPE”)</p>	<p><u>Lesson ILOs:</u></p> <ol style="list-style-type: none"> 1 Define assets in accordance to the conceptual framework for financial reporting. 2 Explain how investing activities create value for businesses: risk, return considerations. 3 Explain the importance of proper classification of expenditures and evaluate its impact on the quality of financial information. 4 Identify the recognition and measurement issues for PPE under SFRS(I) 1-16. 5 Apply, explain and evaluate the circumstances in which an impairment test of assets is necessary under SFRS(I) 1-36. 6 Calculate the impairment of PPE under SFRS(I) 1-36. 7 Compare the Cost model and the Revaluation model and determine the financial statement effects of the revaluation model. 8 Account for the acquisition, depreciation and the disposal of PPE. 9 Present and disclose PPE in the financial statements. <p>Course ILO: IL01, ILO4, and ILO5</p>	<p>SNTTL Chapters 6 and 7</p> <p>SFRS(I) 1-16</p> <p>SFRS(I) 13:27-30</p> <p>SFRS(I) 1-36</p>

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
11 Week of 27 Mar 2023	<u>Seminar 11</u> 1. Property, Plant and Equipment (“PPE”) (continued) 2. Intangible Assets (“IA”)	<u>Lesson ILOs:</u> 1 Refer to the seminar 10’s Lesson ILOs for PPE. 2 Identify the recognition and measurement issues for IA under SFRS(I) 1-38. 3 Account for the impairment of IA under SFRS(I) 1-36. 4 Account for the amortization of IA under SFRS(I) 1-38. 5 Present and disclose IA in the financial statements. Course ILO: ILO1, ILO4, and ILO5	SNTTLL Chapters 6 and 7 SFRS(I) 1-16 SFRS(I) 1-36 SFRS(I) 13:27-30 SFRS(I) 1-38 SFRS(I) INT 1-32
12 Week of 3 Apr 2023	<u>Seminar 12</u> 1. Debt financing 2. Other liabilities, provisions, contingent liabilities and contingent assets	<u>Lesson ILOs:</u> 1. Define liabilities in accordance to the conceptual framework for financial reporting. 2. Identify the recognition and measurement issues for liabilities such as payable, accruals, payment received in advance, bank loan and provision. 3. Explain the importance of working capital management. 4. Account for contingent liabilities and contingent assets in accordance to SFRS(I) 1-37. 5. Present and disclose liability items in the financial statements. Course ILO: ILO1, ILO4 and ILO5	SNTTLL Chapter 9 SFRS(I) 1-37

Teaching Week #	Seminar Number & Topics	Learning Objectives	Readings
13 Week of 10 Apr 2023	<u>Seminar 13</u> 1. Firm value and capital structure of sole-proprietorship, partnership and companies 2. Equity financing 3. Share splits and rights issue 4. Share buybacks 5. Dividends distribution 6. Course Review 7. <u>Presentation 7</u>	<u>Lesson ILOs:</u> 1. Define equity in accordance to the conceptual framework for financial reporting. 2. Identify and evaluate the different sources of financing for the firm. 3. Identify the differences in the accounting for sole-proprietorship, partnership and companies. 4. Define firm value. Identify the capital structure for sole-proprietorship, partnership and companies. 5. Explain how ordinary shares, preference shares, share splits, rights issue and share buyback affect the share capital. 6. Account for issuance of ordinary shares, preference shares, share splits, rights issue and share buyback. 7. Account for cash and scrip dividend. 8. Present and disclose equity items in the financial statements. 9. Provide a review of the course topics. Course ILO: ILO1, ILO4 and ILO5	SNTTLL Chapter 14 (to exclude par value concept)
Final Examination (50%) – 21 April 2023, Friday, 2.30 – 5.00 pm, at exam venue to be advised on a later date			

Appendix A

Class Participation Grading Rubric

Learning Objective: The ability to think on the feet and contribute in a group setting voluntarily.

Traits	Performance	
<p><u>Attitude (30%)</u> Ability to contribute to a group setting voluntarily.</p>	<p>Scant Unable to contribute in a group setting voluntarily.</p>	<p>Substantially Developed Able to contribute in a group setting voluntarily.</p>
<p>Evaluation: Scant <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		
<p><u>Contribution and content (40%)</u> Ability to contribute informative, insightful and constructive comments.</p>	<p>Scant Comments are uninformative, heavy reliance on opinion and personal taste and rarely substantiates personal opinions with evidence; comments are always not relevant to the discussion</p>	<p>Substantially Developed Comments are always insightful and constructive, balanced between general impressions, opinions and specific, thoughtful criticisms or contributions; substantiates personal opinions with sound evidence</p>
<p>Evaluation: Scant <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		
<p><u>Clarity (30%)</u> Ability to speak with clarity.</p>	<p>Scant Unable to speak with clarity. Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand.</p>	<p>Substantially Developed Able to speak with great clarity. Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic.</p>
<p>Evaluation: Scant <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		

Appendix B

Seminar Presentation Grading Rubric

Learning Objective: The ability to present a well-structured content with coherence, clarity and audience engagement.

Traits	Performance	
<p>Structure and Content – Team basis</p> <ul style="list-style-type: none"> Organises content coherently and within allocated time Signals transitions between points and speakers Presents key issues and solutions to questions Supports arguments and recommendations with strong evidence Uses appropriate and effective presentation materials to support the presentation 	<p>Scant</p> <p>Organisation of presentation is incoherent and not timed properly.</p> <p>No clear transitions between points and speakers.</p> <p>Content is erroneous or irrelevant and provide few insights; arguments not supported by strong evidence or references.</p> <p>Presentation materials are poorly prepared and ineffective.</p>	<p>Substantially Developed</p> <p>Organisation of presentation is clear and coherent and timed properly.</p> <p>Clear transitions are made between points and speakers.</p> <p>Content is thorough and relevant; providing good insights; arguments are supported by strong evidence or references.</p> <p>Presentation materials are appropriate and effective.</p>
Evaluation: Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed		
<p>Oral Communication – Individual basis</p> <ul style="list-style-type: none"> Interesting and engaging delivery Engages with, and builds good rapport with audience Establishes eye contact and uses appropriate gestures and movement to convey energy and confidence Speaks clearly at appropriate speed and volume Uses correct grammar and pronunciation Addresses questions and needs of the audience 	<p>Scant</p> <p>Unable to deliver an interesting and engaging presentation.</p> <p>No attempt made to connect with and engage the audience.</p> <p>Eye contact, posture, gestures, movement and facial expressions are lacking or inappropriate and distracting.</p> <p>Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.</p> <p>Grammar, pronunciation and word choice are deficient.</p> <p>Unable to address the questions and needs of the audience.</p>	<p>Substantially Developed</p> <p>Able to deliver an interesting and engaging presentation.</p> <p>Able to effectively engage and connect with the audience and meet their needs and interest.</p> <p>Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.</p> <p>Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension; minimal gap fillers.</p> <p>Free of errors in grammar and pronunciation; good choices of word to enhance clarity of expression.</p> <p>Able to address the questions and needs of the audience.</p>
Evaluation: Scant 1 2 3 4 5 6 7 8 9 10 Substantially Developed		

Appendix C		
Teamwork & Interpersonal Skills Rubric (For Peer Evaluation)		
Learning Objective: The ability to work effectively with others in a group setting.		
Traits	Performance	
<u>Roles and Responsibility</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.	Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.	Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	Evaluation: Scant <u>1 2 3 4 5</u> <u>6 7 8 9 10</u> Substantially Developed	
<u>Communication</u> Identifies appropriate mechanisms to coordinate and correspond with team members.	Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.	Substantially Developed Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.
	Evaluation: Scant <u>1 2 3 4 5</u> <u>6 7 8 9 10</u> Substantially Developed	
<u>Conflict Resolution</u> Resolves conflicts using a variety of approaches.	Scant Does not recognize conflicts or is unwilling to resolve conflicts.	Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.
	Evaluation: Scant <u>1 2 3 4 5</u> <u>6 7 8 9 10</u> Substantially Developed	
<u>Contributions</u> Contributes positive input for the team; effectively utilises one's knowledge and expertise.	Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	Substantially Developed Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
	Evaluation: Scant <u>1 2 3 4 5</u> <u>6 7 8 9 10</u> Substantially Developed	
<u>Relationship</u> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.	Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.
	Evaluation: Scant <u>1 2 3 4 5</u> <u>6 7 8 9 10</u> Substantially Developed	

References: Teamwork Value Rubric - Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/value/rubrics/pdf/teamwork.pdf>

Appendix D

Ethical Reasoning Skills Rubric

Learning Objective: The ability to identify and describe the ethical issues and apply sound ethical reasoning to resolve the ethical situations.

Traits	Performance	
<p><u>Ethical Sensitivity or Awareness (50%)</u></p> <p>Ability to sieve out, recognise and identify ethical issues and risks in the case scenario.</p>	<p>Scant</p> <p>Unable to identify ethical elements in the case scenario.</p>	<p>Substantially Developed</p> <p>Able to identify ethical elements in the case scenario.</p>
<p>Evaluation: Scant <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		
<p><u>Ethical Knowledge, Understanding, Judgment, Reasoning and Solution (50%)</u></p> <p>Ability to identify pertinent issues to obtain a clearer understanding and/or form an appropriate judgment of the issues involved in the case scenario. Ability to apply sound and robust ethical reasoning in developing viable solutions to resolve the problems or issues.</p>	<p>Scant</p> <p>Unable to demonstrate adequate knowledge and understanding of relevant concepts and how they work. Unable to apply ethical reasoning to resolve the relevant problems or issues.</p>	<p>Substantially Developed</p> <p>Able to identify some of the relevant ethical notions relevant to understanding and forming an appropriate judgment. Able to apply ethical reasoning logically and rationally to resolve the problems or issues.</p>
<p>Evaluation: Scant <u> 1 2 3 4 5 6 7 8 9 10 </u> Substantially Developed</p>		

Reference: Dellaportas, S., Jackling, B., Leung, P., Cooper, B. J. (2011). Developing an Ethics Education Framework for Accounting. *Journal of Business Ethics Education* 8: 63-82.