

COURSE OUTLINES: AC1104 Accounting II

Academic Year	2022-2023	Semester	2
Course Coordinator	Chloe Lau		
Course Code	AC1104		
Course Title	Accounting II		
Pre-requisites	AC1103		
No. of AUs	4		
Contact Hours	4x13= 52hrs		

A) Course Aims/Descriptions

This course covers two major parts, namely financial accounting and management accounting.

For financial accounting, the aim is to provide you with necessary intermediate financial accounting knowledge continued from AC1103 Accounting I. You are to be equipped with strong conceptual and technical knowledge in the recognition and measurement of the elements of the financial statements and understand how the quality of financial information could be affected by various factors, and thus affect the decision-making process by both internal and external users of companies.

For management accounting, the aim is to provide you with an introductory of cost management. The focuses are on basic cost concept, various costing systems and cost allocation.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of the course, you should be able to:

1. Explain the importance of financial accounting information.
2. Identify relevant accounting issues.
3. Prepare adjusting/correcting journal entries to record the business transactions in the accounting information system.
4. Recommend accounting treatments to accounting issues identified.
5. Interpret the results of an analysis of profitability and risk.
6. Apply appropriate accounting knowledge and judgment to financial analysis and decision making.
7. Prepare statement of cash flows.
8. Apply normal costing to value inventories
9. Differentiate among a job-order costing system, a process costing system and an operation costing system.
10. Prepare journal entries for typical transactions of a job-order and process costing systems.
11. Allocate service departments costs and joint product costs.

C) Course Content**Financial Accounting**

- Investment Property
- Non-Current Assets Held for Sale and Non-Current Assets Held for Distribution to Owners
- Distribution of Non-Cash Assets to Owners
- Change in Accounting Policies, Change in Accounting Estimates and Correction of Prior Period Errors
- Operating Segments
- Events after the Reporting Period
- Cash Flow Information
- Financial Statements Analysis

Management Accounting

- Basic Cost Concepts
- Job Costing
- Process Costing
- Activity Based Costing
- Cost Allocation

D) Assessment (includes both continuous and summative assessment)

	Component	ILO Tested	NBS Learning Goal	Weightage	Team (T)/ Individual (I)	Assessment rubrics
1	Seminar Participation	1-11	Oral Communication	15	I	Appendix A
2	Class Presentation	1-11	Oral and Written Communication	15	I/T	Appendices B and C
3	Self-Assessment Assignment (SAA)	1-11	Acquisition of Knowledge, Problem Solving and Decision-Making Skills	10	I	N.A.
4	Individual Written Assignment (IWA)	1-6	Acquisition of Knowledge and Critical Thinking Skills	10	I	Appendix D
5	Final Examination	1-11	Acquisition of Knowledge, Problem Solving, Critical Thinking and Decision-Making Skills	50	I	N.A.
	Total			100		

1. Seminar Participation (15%)

Your active participation in seminars is crucial in this course. It is possible only if you have completed the LAMS online activities, read the assigned reading materials and thought through the issues before each seminar class. You will be evaluated on various dimensions: active participation in class discussions, volunteering a response to instructor's questions, asking a pertinent question during discussions, or responding to an instructor's "cold call". Seminar participation points are not earned merely by attending class. Assessment will be based on your engagement in class and frequency of your quality contributions to seminar discussions over the entire course (see Appendix A).

2. Class Presentation (15%)

You are required to do presentation in class. The class presentation will be held throughout the semester and the presentation topics/questions, with issues for discussion, will be pre-assigned to your team by your individual instructors. **The grading is based on a combination of presentation skill (10% weightage) and content (5% weightage)** (see Appendix B).

All members of the team must present. A duly completed form of "Confidential Peer Evaluation Form for Team Seminar Presentation Content" (see Appendix C) has to be completed and submitted online in the week of your presentation. All ratings are confidential and will not be revealed to your team members. You will only be able to see the average rating given by your team members.

We will use your ratings to grade the performance of your team members by averaging the rating from all the team members. Your presentation content marks will be computed as follows:

- i) If your average rating is 4 or more (i.e., average score ≥ 4), you will receive 100% of your team's presentation content marks.
- ii) If your average rating is between 3 and 4 (i.e., $3 < \text{average score} < 4$), you will receive 80% of your team's presentation content marks.
- iii) If your average rating is between 2 and 3 inclusive (i.e., $2 \leq \text{average score} \leq 3$), you will receive 50% of your team's presentation content marks.
- iv) If your average rating is between 1 and 2 (i.e., $1 < \text{average score} < 2$), you will receive 30% of your team's presentation content marks.
- v) If your average rating is 1, you will receive 0% of your team's presentation content marks.

You are also required to hand in a duly completed form of "Declaration of Academic Integrity for AC1104 Class Presentation" on the day of presentation.

Penalty of 20 marks (20%) per day will be imposed for late submission of either Presentation Content or Declaration Form, or both to the entire team. For example, assume that your Class Presentation was 80 marks originally. If your team submitted either the Presentation Content or Declaration Form, or both within 24 hours (one day) after the submission deadline, your Class Presentation final score will be adjusted to 60 marks after the 20 marks penalty.

3. Self-Assessment Assignment (SAA) (10%)

The self-assessment assignment is on weekly basis via LAMS online. It helps you to self-assess your understanding of each accounting topic and equip you with proper fundamental accounting concepts in an efficient manner. A major advantage is that you can consume lecture materials at your own pace and are not bound by the pace of the instructor. As a result, the seminar sessions can focus on enhancing your understanding of accounting concepts through application. It is a requirement that you study the online content before coming to seminar sessions. LAMS has a set of tasks which include videos and self-assessment quizzes that you must complete prior to each seminar. You are allowed to have up to THREE attempts for the self-assessment quizzes within the given time frame. However, if you do not complete the quizzes in the given time frame, you will be awarded a mark of zero. For example, if you have completed only two out of three quizzes for week 1 before the deadline, you will then awarded zero mark for week 1 SAA.

4. Individual Written Assignment (IWA) (10%)

You are required to complete a written report within two weeks period. This report requires you to apply any business and accounting concepts you have acquired to conduct an analysis on the issues based on an annual report of a company. You are required to submit a **softcopy using Turnitin** for plagiarism check.

Penalty of 20 marks (20%) per day will be imposed for late submission. For example, assume that your IWA was 80 marks originally. If you submitted your IWA within 24 hours (one day) after the submission deadline, your IWA final score will be adjusted to 60 marks after the 20 marks penalty.

5. Final Examination (50%)

This will be an open-book 2.5-hour written examination. You will be tested on your understanding and application of concepts learnt and issues discussed in the course.

E) Formative Feedback

Feedback is central to this course. You will receive written mid-semester feedback about your seminar participation via Eureka and verbal feedback after your class presentation. General feedback will also be given regarding the performance of your written report.

F) Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminar Participation	The interactive seminar sessions, throughout the semester, provide opportunities for open discussion on the conceptual questions raised in the class, and allow you to think critically and share your ideas and concept with the class. This also allows the instructor to get the concepts clearly through the entire class by involving you and ensure that the targeted learning outcomes are being achieved
Class Presentation	Class presentation provides an opportunity for you to work with classmates in teams. You are expected to improve your soft skills through generating, analysing and delivering the materials in class at the same time.

Self-Assessment Assignment (SAA)	The weekly SAA include viewing the short video clips and completing the quizzes. The videos explain the key concepts of each financial element with examples, and the quizzes allow for self-assessment. This approach allows you to study on your own pace and assess your own learning on an on-going basis.
Individual Written Assignment (IWA)	This report helps you to apply your accounting concepts and knowledge acquired in the course of real-life situation. This also encourages you to think critically on the relevant issued identified.

G) Readings and References

Textbook

Financial Accounting

- SNITLL** Spiceland D., Nelson M. W., Thomas W. B., Tan P., Low B. and Low K. Y. "Intermediate Accounting (Global edition – 2nd edition)", *McGraw Hill*. (ISBN: 978-981-3153-41-7)
(Call Reference No: HF5635.S754i 2019)
- RCJMS** Revsine L., Collins D. W., Johnson B. W., Mittelstaedt F. H. and Soffer L. C., "Financial Reporting & Analysis", 7th edition, *McGraw Hill*. (ISBN: 978-125-9722-65-3)
(Call Reference No: HF5681.B2R454 2018)
- NCKL** Ng E. J., Choo T. M., Koh W. C. and Low K. Y., "A Practical Guide to Financial Reporting Standards (Singapore)", 7th edition, *CCH Asia Pte Limited*. (ISBN: 978-981-4446-87-7)

Management Accounting

- BSJC** Blocher E. J., Stout D. E., Juras P., Cokins G, "Cost Management: A Strategic Emphasis", 8th edition, *McGraw-Hill*.
(Call Number: HF5686.C8B651 2019)

Supplementary References

- W** Wild J. J., "Financial Accounting: Information for Decisions", 9th edition, *McGraw Hill*.
- LL** Lam N. C. Y. and Lau P. T. Y, "Intermediate Financial Reporting: An IFRS Perspective", 2nd edition, *McGraw Hill*.
- 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

Articles

Financial Accounting

1. Gallo A. (2015), "A Refresher On Debt-To-Equity Ratio", *Harvard Business Review*, 13 July. <https://hbr.org/2015/07/a-refresher-on-debt-to-equity-ratio>
2. Govindaraja V., Rajgopal S. and Srivastava A (2018), "Why Financial Statements Don't Work For Digital Companies", *Harvard Business Review*, 26 February. https://hbr.org/2018/02/why-financial-statements-dont-work-for-digital-companies?referral=03759&cm_vc=rr_item_page.bottom
3. Knight J. (2015), "The Most Common Mistake People Make In Calculating ROI", *Harvard Business Review*, 9 April. <https://hbr.org/2015/04/the-most-common-mistake-people-make-in-calculating-roi>
4. Sherman D. H. and Young D. S. (2016), "Where Financial reporting Still Falls Short", *Harvard Business Review*, July-August Issue, pp 76-84. <https://hbr.org/2016/07/where-financial-reporting-still-falls-short>

Management Accounting

1. Cooper R. and Kaplan R. (1988), "Measure Costs Right: Make The Right Decisions", *Harvard Business Review*, September.
2. Gallo A. (2017), "Contribution Margin: What It Is, How to Calculate It, And Why You Need It", *Harvard Business Review*, 13 October. https://hbr.org/2017/10/contribution-margin-what-it-is-how-to-calculate-it-and-why-you-need-it?referral=03759&cm_vc=rr_item_page.bottom
3. Haas D. A., Jellinek M. S. and Kaplan R. S. (2018), "Hospital Budget Systems Are Holding Back Innovation", *Harvard Business Review*, March.

Website References

1. 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.
2. 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.

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.
8. Students are also encouraged to visit the websites of other countries' accounting regulatory and professional organizations (e.g., the US Securities Exchange Commission (SEC), the Accounting Standards Board (ASB) of UK, etc.).

H) Course Policies and Student Responsibilities

General

You are expected to complete all assigned pre-class readings and seminar discussion questions, attend all seminar classes punctually and take all scheduled assignments and LAMS activities by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course 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 your course instructor via email prior to the start of the class and arrange for a make-up if possible.

If you are absent and fail to complete your class presentation, you will be assigned a score of zero for your presentation.

(3) Late Submission

If you fail to submit your team class presentation content and individual take-home assignment (soft and hard copies) by the stipulated deadlines without prior permission from your course instructor, you will be assigned a score of zero.

I) 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. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) 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
Ms Lau Chew King, Chloe*	S3-B2C-105	6790 6182	cklau@ntu.edu.sg	By prior appointment via email
Ms Cheong Sook Fun	@	@	sookfun@ntu.edu.sg	
Asst Prof Zeng Yachang	S3-01C-86	6790 4637	y.zeng@ntu.edu.sg	

* Course coordinator

@ Will be provided to respective seminar group students by the individual course instructor

K) Planned AC1104 Weekly Schedule**Financial Accounting**

Seminar	Topics	Lesson Learning Outcomes	Readings	Activities
1 to 2	Introduction and recap Investment property	<ul style="list-style-type: none"> Explain the issues and account for the financial statement effects of the different measurement methods for investment property Compare and contrast the differences in accounting for property under SFRS(I) 1-16 and SFRS(I) 1-40 Account for transfers to and from investment property Course LO: LO1 to LO4	SNTLL Chps 6 & 7 NCKL pp 601-611 SFRS(I) 1-40	
3	Non-current assets held	<ul style="list-style-type: none"> Explain the difference between non-current assets held for 	NCKL pp 703-713	

	<p>for sale and discontinued operations</p> <p>Distributions of non-cash assets to owners</p>	<p>sale or distribution to owners and discontinued operations</p> <ul style="list-style-type: none"> • Determine when to classify non-current assets as being held for sale or distribution to owners • Apply the measurement criteria to non-current assets held for sale or distribution to owners and discontinued operations • Present and disclose non-current assets held for sale or distribution to owners and discontinued operations • Account for distribution of non-cash assets to owners • Present and disclose such non-cash distributions to owners <p>Course LO: LO1 to LO4</p>	<p>SFRS(I) 5 SFRS(I) INT 17</p>	
4 to 5	<p>Changes in Accounting policies, changes in accounting estimates and correction of prior period errors</p> <p>Events after the reporting period</p>	<ul style="list-style-type: none"> • Determine the effects on the financial statements from changes in accounting policies, changes in accounting estimates and prior period errors • Identify the implications of and to account for events occurring after the balance sheet date • Prepare and present financial statements in compliance with the mandatory requirements specified in SFRS(I) 1-8 and SFRS(I) 1-10 <p>Course LO: LO1 to LO4</p>	<p>SNTLL Chp 16</p> <p>NCKL pp 125-153; 155-162</p> <p>SFRS(I) 1-8 SFRS(I) 1-10</p>	
5	<p>Operating segments</p>	<ul style="list-style-type: none"> • Explain and apply the criteria used to identify operating segments and reportable segments • Explain and present information required in segment disclosures and entity-wide disclosures <p>Course LO: LO1 to LO4</p>	<p>NCKL pp 737-744</p> <p>SFRS(I) 8</p>	

6 to 7	Cash Flow Information	<ul style="list-style-type: none"> • Explain why profitability does not guarantee liquidity. • Explain the need for cash flow statement analysis • Identify and analyse the effects of operating, investing and financing activities of the firm on cash flows • Prepare statement of cash flow using the direct and indirect methods • Analyse statement of cash flows <p>Course LO: LO1 to LO4, LO7</p>	SNTTLL Chp 4 NCKL pp 71-124 SFRS(I) 1-7	
8	Financial Statement Analysis	<ul style="list-style-type: none"> • Revisit Financial Statements • Perform horizontal and vertical analysis of financial statements • Prepare common-size financial statements • Calculate, analyse and interpret financial ratios • Explain the operating cycle • Explain the issues in financial statement analysis <p>Course LO: LO5 to LO6</p>	RCJM Chp 5	IWA submission deadline on 8 March 2022, Wednesday by 5pm, the latest.

Management Accounting				
Seminar	Topics	Lesson Learning Outcomes	Readings	Activities
9	Basic cost concept	<ul style="list-style-type: none"> Identify and differentiate the various cost concepts Identify the different types of cost behaviours Explain the operating activities and the flow of costs in a manufacturing firm Describe the use of normal costing for product costing Compute pre-determined overhead rate, apply manufacturing overhead to production and prepare journal entry to record manufacturing overhead applied Compute overhead variance and prepare journal entry to adjust the disposition of overhead variance Prepare the schedule of cost of goods manufactured, schedule of cost of goods sold and statements of profit or loss for a manufacturing firm <p>Course LO: LO8 to LO11</p>	BSJS Chp 3	
10	Activity-based costing (ABC)	<ul style="list-style-type: none"> Calculate the allocated overheads costs and product costs using plant-wide rate and departmental rates under the traditional costing system/volume-based costing Explain the limitations of traditional costing system/volume-based costing in product costing Explain how ABC overcomes the limitations of the traditional costing system/volume-based costing Compute the allocated overheads costs and product costs using ABC 	BSJS Chp 5	

		<ul style="list-style-type: none"> Evaluate the product profitability computed under the traditional costing and ABC for decision making Compare time-driven ABC with the traditional ABC model <p>Course LO: LO8 to LO11</p>		
11	Job costing	<ul style="list-style-type: none"> Explain cost accumulation methods Differentiate among a job-order costing system, a process costing system and an operation costing system Describe the key features of a job-order costing system Describe the flow of costs in a job-order costing system Prepare journal entries for the typical transactions of a job-order costing system Account for spoilage in a job-order costing system <p>Course LO: LO8 to LO11</p>	BSJS Chp 4	
12	Process costing	<ul style="list-style-type: none"> Describe the key features of a process costing system Describe the flow of costs in a process costing system Explain the concept of transferred-in costs with sequential processes Compute the equivalent units of production and cost per equivalent unit using the weighted-average method and the first-in first-out method for the first and subsequent processes Allocate costs to completed units and ending inventory units using the weighted-average method and first-in first-out method for the first and subsequent processes Prepare journal entries for the typical transaction of a process costing system 	BSJS Chp 6	

		<ul style="list-style-type: none"> • Prepare production cost report for the first and subsequent processes • Account for spoilage in a process costing system <p>Course LO: LO8 to LO11</p>		
13	Cost allocation: departments, joint products and by-products	<ul style="list-style-type: none"> • Explain the reasons of cost in service department and joint product • Apply appropriate methods in cost allocation for: <ul style="list-style-type: none"> • service department – (i) direct method, (ii) step method and (iii) reciprocal method • joint product – (i) physical measure method, (ii) sales at split off method and (iii) net realisation value method • Account for by products <p>Course LO: LO8 to LO11</p>	BSJS Chp 7	

Summary of class schedule

Week	Week commencing		Remarks
1	9 Jan	S1	
2	16 Jan	S2	
3	23 Jan	S3	e-learning week
4	30 Jan	S4	
5	6 Feb	S5	
6	13 Feb	S6	
7	20 Feb	S7	
	27 Feb	R E C E S S	
8	6 Mar	S8	
9	13 Mar	S9	
10	20 Mar	S10	
11	27 Mar	S11	
12	3 Apr	S12	
13	10 Apr	S13	
Exam: 24 April 2023 (Monday) at 9.00 am			

Public holidays: 22-24 January 2023 (Sunday - Tuesday): Chinese New Year
7 Apr 2023 (Friday): Good Friday

Appendix A

Seminar Participation Assessment Rubrics (15% weightage).

Grading	Performance Levels			
	Unsatisfactory (0-4)	Satisfactory (5-6)	Proficient (7-8)	Advanced (9-10)
Engagement	Hardly stays focused in class (e.g. using mobile phone, unnecessary chatting, etc). Often late for class, absent from class with no valid reason.	Occasionally engages in distracting activities in class (e.g. using mobile phone, unnecessary chatting, etc). Occasionally late for class and/or absent from class with no valid reason.	Always engages in class. Seldom late for class and/or absent from class.	Engages fully in class. Never late for class and/or absent from class.
Frequency of Quality Contribution	Hardly speaks up/makes contribution in class. Have poor understanding of subject matters and not be able to communicate/ articulate well.	Occasionally speaks up/makes contribution in class. Have fair understanding of subject matters but may not be able to communicate/ articulate well.	Actively speaks up/makes contribution in class. Have good understanding of subject matters and able to communicate/ articulate well.	Proactively speaks up/makes contribution in all classes. Have very well understanding of subject matters and always communicate/ articulate effectively.

Appendix B

Class Presentation Assessment Rubrics (15% weightage) consists of Team Presentation Content (5% weightage) and Individual Presentation Skills (10% weightage).

Team Presentation Content

Grading Criteria	Performance Levels			
	Unsatisfactory (0-4)	Satisfactory (5-6)	Proficient (7-8)	Advanced (9-10)
Quality of Analyses, Arguments and Recommendations/Solutions	Some analyses and arguments are inappropriate and do not flow through logically to the conclusion.	Uses appropriate analyses and arguments, with one or two pieces of relevant evidence to conclude logically.	Uses appropriate analyses and arguments, with some relevant evidence to conclude logically most of the time.	Uses appropriate analyses and arguments with relevant supporting evidence to always conclude logically.
Coverage	The content is typically confusing and contains some errors.	The content is generally accurate and clear with some errors.	Most of the content is accurate and clear with no/minimal errors.	All the content is accurate and clear with no/minimal errors.
Use of Language	Poor command of language — numerous unclear & imprecise ideas or spelling & grammatical errors.	Adequate command of language — mostly clear & concise, with a few spelling & grammatical errors.	Good command of language — clear & concise, with no/minimal spelling & grammatical errors.	Excellent command of language — very clear & concise, with no/minimal spelling & grammatical errors.

Individual Presentation Skills

Grading Criteria	Performance Levels			
	Unsatisfactory (0-4)	Satisfactory (5-6)	Proficient (7-8)	Advanced (9-10)
Delivery	Presenter is inaudible, has no eye contact, confidence, and inflection. Complete the presentation with vague explanations.	Presenter is sometimes inaudible, eye contact is sporadic, no confidence, and inflection is flat or ineffective. Complete the presentation with some detailed explanations.	Presenter is usually audible, makes frequent eye contact with audience, has confidence, and uses inflection of voice. Complete the presentation with clear and detailed explanations.	Presenter is enthusiastic, audible, maintains eye contact with audience throughout and uses inflection of voice effectively. Complete the presentation with creative, clear, and detailed explanations.
Organisation	Poor time management. Disorganised. No/poor teamwork demonstrated.	Appropriate time management. Disorganised in spots. Some teamwork demonstrated.	Good time management. Well-organised. Good teamwork demonstrated.	Excellent time management. Very well-organised. Strong teamwork demonstrated.
Class interaction	Limited/no interaction with the class. Unable to address most of the questions.	Some class interactions. Able to answer some questions clearly.	Good class interactions. Able to answer most of the questions clearly.	Excellent class interactions. Answers all the questions clearly and completely.

Appendix C

CONFIDENTIAL PEER EVALUATION FORM FOR TEAM CLASS PRESENTATION CONTENT

Member's name: _____

Seminar group and team number: SG01 Tm01

Assigned question(s)/topic(s) S2-S3 Q1 AP & S4 Q2 PT

Please use the attached Peer Evaluation Rubric to evaluate yourself and your team members on each of the 5 stated attributes (on a scale of 1 to 7). State your ratings for yourself and each of your team members in the table below. For your self-assessment, insert "(Self)" after your name in the table below.

Index #	Name of team members	1 - RR	2 - CM	3 - CR	4 - CT	5 - RS	Average Rating
1							
2							
3							
4							
5							
6							

If any of your ratings above is < 4, please provide a brief explanation to justify the ratings.

Index #	Brief explanation to justify a rating of < 4

You may attach supporting documents (like emails and screen shots), if any, to support your explanations above.

Teamwork & Interpersonal Skills (Peer Evaluation) Rubric**Learning Objective: The ability to work effectively with others in a group setting.**

Traits	Performance	
<p><u>1. Roles and Responsibility (RR)</u></p> <p>Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p>Scant</p> <p>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.</p>	<p>Substantially Developed</p> <p>Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>2. Communication (CM)</u></p> <p>Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant</p> <p>Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed</p> <p>Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>3. Conflict Resolution (CR)</u></p> <p>Resolves conflicts using a variety of approaches.</p>	<p>Scant</p> <p>Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed</p> <p>Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>4. Contributions (CT)</u></p> <p>Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p>Scant</p> <p>Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed</p> <p>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>5. Relationship (RS)</u></p> <p>Maintains cooperative interaction with other team members</p>	<p>Scant</p> <p>Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed</p> <p>Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>

regardless of individual /cultural differences and respects diverse perspectives.	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> Substantially Developed
<p>References:</p> <p><i>Teamwork Value Rubric - Association of American Colleges and Universities.</i> Retrieved from http://www.aacu.org/value/rubrics/pdf/teamwork.pdf</p>	

Appendix D (Proposed Sample)

The topic for IWA will change every semester, so the rubrics will change to be in line with the topic.

	Required	Poor/Unsatisfactory (1-3)	Good/Satisfactory (4-7)	Very good (8-10)
1	Briefly introduces Creative and its core activities.	Poorly introduces the company and its core business activities.	Satisfactorily introduces the company and its core business activities.	Excellent and completely introduces the company and its core business activities.
2	Identifies one key driver from Creative's financial statements which causes the above-mentioned phenomenon. Explains and discusses how this key driver has affected the company's financial performance and financial statements analysis.	Incorrectly identifies the key driver, and unsatisfactorily justifies the selection. Fails to adequately discuss how the key driver has affected the company's financial performance and analysis and makes arguments with inadequate reasoning.	Correctly identifies the key driver, and satisfactorily justifies the selection with evidence. Satisfactorily discusses how the key driver has affected the company's financial performance and analysis and makes arguments with some logical reasoning.	Correctly identifies the key driver, and excellently justifies the selection with evidence. Excellent discusses how the key driver has affected the company's financial performance and analysis and makes arguments with convincing reasoning.
3	From the key driver identified and the discussion in part (ii) above, critically evaluates how to revise the relevant SFRS(I) to make the financial reports more useful in capital market decisions.	Proposes unreasonable revision(s) of SFRS(I), and poorly evaluates how the proposed revision(s) of SFRS(I) can help to improve the usefulness of financial reports for capital market decisions.	Proposes some reasonable revision(s) of SFRS(I), and satisfactorily evaluates how the proposed revision(s) of SFRS(I) can help to improve the usefulness of financial reports for capital market decisions.	Proposes excellent revision(s) of SFRS(I), and excellently evaluates how the proposed revision(s) of SFRS(I) can help to improve the usefulness of financial reports for capital market decisions.
4	Briefly discusses any potential	Discusses the potential	Discusses the potential	Discusses the potential

	disadvantages of your suggestion(s) proposed in part (iii) above.	disadvantages with inadequate reasoning.	disadvantages with logical reasoning.	disadvantages with convincing reasoning.
5	Suggests two types of relevant non-financial information that investors may find useful in their capital market decisions.	Provides unreasonable or inadequate suggestion(s), and makes arguments with inadequate reasoning.	Provides some reasonable suggestions and makes arguments with some logical reasoning.	Provides excellent suggestions and makes arguments with convincing reasoning.
6	Extent and quality of work	Poor coverage of the report requirements with improper weightage to each requirement.	Adequate coverage of the report requirements with improper weightage to each requirement.	Complete coverage of the report requirements giving proper weightage to each requirement.
7	Language	Poor command of language — numerous unclear & imprecise ideas or spelling & grammatical errors.	Adequate command of language — mostly clear & concise, a few spelling & grammatical errors.	Good command of language — very clear & concise, no/minimal spelling & grammatical errors.
8	Report integration	Poor integration of different parts of the report and only a few of the report requirements are addressed.	Adequate integration of the different parts of the report and most of the report requirements are addressed.	Good integration of the different parts of the report and all the report requirements are addressed.
9	Referencing	Poor in-text and end-of-text citation with major citation omissions.	Adequate in-text and end-of-text citation but some minor citation omissions.	Complete in-text and end of text citation.

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