

COURSE OUTLINE: BU5101 ACCOUNTING: A USER PERSPECTIVE

Academic Year	2022-2023	Semester	1
Course Coordinator	Lau Yin Kheng		
Course Code	BU5101		
Course Title	Accounting: A User Perspective		
Pre-requisites	Students intending to take this course must be comfortable with numbers, enthusiastic, enjoy participating in classroom discussions, and willing to do consistent work to complete e-learning activities within the stipulated time.		
No of AUs	3		
Contact Hours	3 X 13 = 39 hours		
Proposal Date			

A) Course Aims

This course is designed for non-business and non-accounting students. The course aims to equip you with basic accounting skills and knowledge that are essential for making informed judgments and decisions to meet challenges of the real world. You will learn fundamental concepts and techniques in financial and managerial accounting, through solving business problems. In the process, you will be exposed to the environment of accounting and its role in providing useful information for decision making by various stakeholders of business organisations.

B) Intended Learning Outcomes (ILO)/Objectives

Upon successful completion of the course, you should be able to:

1. Explain why accounting is important for stakeholders to make informed judgments and decisions in the real world.
2. Identify ethical issues, analyse options, and make ethical decisions.
3. Explain and evaluate the effects of business transactions on financial statements.
4. Employ basic quantitative and qualitative techniques to interpret and analyse financial statements.
5. Use relevant accounting information for planning, control, and decision-making.

C) Course Content*Part I: Financial Accounting.*

1. Accounting and business. 2. The accounting cycle. 3. Sales revenue, receivables, and cash. 4. Inventories and cost of goods sold. 5. Property, plant and equipment, intangible assets, and investments. 6. Liabilities and shareholders' equity. 7. Statements of comprehensive Income, statement of changes in equity and statement of cash flows. 8. Financial statements analysis.

Part II: Managerial Accounting.

9. Overview of Cost Concepts: The Manufacturing Company. 10. Cost-Volume-Profit Analysis & Other Tools of Managerial Accounting. 11. Incremental Analysis: Relevant Costs for Decision Making. 12. Budgets and Responsibility Accounting.

D) Assessment (includes both continuous and summative assessment)

Components	ILO Tested	NBS Learning Goal	Weightage	Team/Individual	Assessment Rubric
Participation	ILO1-ILO5	Acquisition of Knowledge, Problem Solving and Decision Making, Communication, and Interpersonal Skills	20	Individual	Appendix 1
Presentation	ILO1-ILO5	Acquisition of Knowledge, Problem Solving and Decision Making, Communication and Interpersonal Skills	20	Team/Individual	Appendices 2a, 2b and 4
Connect Homework	ILO1-ILO5	Acquisition of Knowledge, Problem Solving and Decision Making, Communication, Teamwork and Interpersonal Skills	12	Individual	
LAMs Activities	ILO1-ILO5	Acquisition of knowledge, Problem Solving and Decision Making	8	Individual	
Quiz	ILO1-ILO5	Acquisition of Knowledge, Problem Solving and Decision Making	40	Individual	
Total			100%		

(1) Participation (20%)

Participation include participation in class polling and class activities. You are expected to be well prepared for classes and contribute actively to discussions and class activities. Assessment will be based on your attendance record and punctuality, preparedness for class, ability to listen attentively when others speak or present materials, frequency, and quality of contributions to class discussions (**Appendix 1**). In addition, **absence from class without a valid medical certificate will earn you a zero score for class participation in the week of your absence.**

(2) Presentation (20%): Team (10%) and Individual (10%)

You will work in teams to present and lead in an assigned seminar content. Each team will be responsible for revision of key concepts and leading in the discussion of the assigned seminar content. Presentation provides you with opportunities to develop communication and team working skills to examine issues and problems from multiple perspectives. You are required to delve into the topics to be discussed. The best way to learn is through self-discovery and teaching others. All team presentations must be in **PowerPoint format**, and to include references and citations if materials are taken from books, journals, internet etc. **Penalties will be imposed if team presentations are exceedingly long and a repeat of the lectures.** [The presentation slides with duly signed declaration of academic integrity form \(Appendix 3\) attached to the front of the slides should be emailed to your](#)

tutor on or before 12 noon of the Sunday before the week of your presentation. Penalties will be imposed for late submission.

Although designated teams are to present their assigned seminar content, every member of the class is responsible for preparing the seminar questions and cases as well. Instructor will be making random “cold calls” on non-presenting class participants to assess the quality of your pre-class preparation.

Team members are expected to contribute actively to the presentation and benefit from one another’s contributions. You will be assessed individually (**Appendix 2a**) and as a team (**Appendix 2b**). If free-riding occurs, team members should raise the issue ahead of the actual presentation so that the “free-rider” is given an opportunity to rectify the situation. If the problem persists, the member’s overall rating is subject to downward moderation based on the team’s peer evaluation. For example, if the member’s average rating does not exceed 4, 6 or 8 on a scale ranging from 1 to 10, the member will receive 30%, 50% or 70% of the marks awarded to the team component of the presentation, respectively.

Each member should complete an online peer assessment (**Appendix 4**) via eUreka within **two days** after the presentation.

*You will receive **verbal feedback** through in-class discussion and feedback on your presentation during a debrief session after each presentation.*

(3) Connect Homework (12%)

The graded Connect homework spread over the semester ensure you have consistent practices and is an assessment of your understanding and application of your learning to date. It is therefore important for you to complete the graded homework consciously on your own within the stipulated time. *Upon completion of homework, you will have **immediate feedback and scores after due date**.*

(4) LAMs Activities (8%)

There are graded LAMs activities interspersed in the e-lectures to test your understanding of the e-lectures.

*You get **immediate feedback** on your performance (score and correct answer) and can replay ungraded lecture segments to review topics of confusion.*

(5) Quiz (40%)

There will be a mid-term quiz in week 8 and a final quiz in week 13. Further details of the quiz will be provided in NTULearn in due course. The quiz will be designed to test for comprehension as well as to maintain accountability for getting prepared for class. You will be awarded zero if you are absent for the quiz without a valid medical certificate.

E) Feedback

Feedback is central to this course. Please refer to Assessment section on mode of feedback.

F) Learning and Teaching approach

The teaching-learning mode is structured into 12 weekly e-lectures, 13 three-hour physical seminars.

This course allows you to take responsibility for your own learning and encourages collaborative and active learning for individuals and teams. You will acquire the basic content on the course outside of class and then work together in class on application-oriented activities. The learning mode in this course essentially comprises three segments:

(1) Before class

You are expected to prepare well for seminars by completing the assigned readings, graded LAMs, and the seminar questions. The graded LAMs comprise of e-lectures, a series of videos structured by learning objectives, and graded activities between videos to reinforce self-study. Graded LAMs must be completed within a stipulated time frame. See Schedule of Graded LAMs on page 10.

(2) In class

There will be team presentation, team discussions and in-class activities (including polling). Seminar classes will be engaging and interactive and you will work in teams to apply newly learnt concepts to real world problems and cases. Most of the activities will be graded and participation is a key element.

(3) After class

Connect homework, Connect self-practice and Connect MCQs, and LearnSmart are made available on NTULearn to extend your learning.

The purpose of the Connect homework is to reinforce concepts and problem-solving skills learnt for each topic and to ensure you do consistent practices. The Connect homework must be completed within the stipulated time frame stated for each homework. See Schedule of Graded Activities on page 10.

Connect self-practice and Connect MCQs, and LearnSmart allow you to revise accounting concepts and do practices that suit your pace and needs.

G) Reading and References

Main Text

WHB: Williams, J.R., Haka S.F., Bettner M.S. and Carcello J.S.
Financial and Managerial Accounting: The Basis for Business Decisions, 19th Edition,
McGraw-Hill (2021). HF5636.F491 2021

Supplementary Texts

WKK: Jerry J. Weygandt, Paul D. Kimmel, Donald E Kieso
Accounting Principles, International Student Version, 12th Edition, Wiley (2016)
HF5635.W547 2016

H) Course Policies and Student Responsibilities***(1) General***

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests 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) Attendance

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. There will be no make-up opportunities for in-class activities. If you miss a seminar session, you must inform your team members and tutor via email prior to the start of the class, and to follow-up later by providing your tutor with the supporting document for your absence.

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 <http://academicintegrity.ntu.edu.sg> 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
Ho-Lau Yin Kheng (Coordinator)	S3-01C-88	6790 5694	yklau@ntu.edu.sg	By prior appointment via email
Belinda Ching			hvching@ntu.edu.sg	By prior appointment via email
Chua Leng Li			chuall@ntu.edu.sg	By prior appointment via email

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1 (8 Aug)	Accounting and Business	<ol style="list-style-type: none"> 1. Categorise business activities and explain why accounting is important for making informed judgements and decisions. 2. Identify ethical issues, analyse options and make ethical decisions. 3. Explain and evaluate the effects of business transactions on the accounting equation. 4. Describe how financial statements are prepared and show how they are linked. <p>ILO Covered: ILO1, ILO2</p>	<p><u>Pre-class:</u> WHB, Ch 1 and 2; Graded LAMs 1</p> <p><u>During class:</u> Course requirements; Application-oriented activities</p> <p><u>After class:</u> Connect homework</p>
2 (15 Aug)	The Accounting Cycle	<ol style="list-style-type: none"> 1. Demonstrate how accounting measures and records business activities. 2. Explain the accrual basis of accounting. 3. Explain reasons for adjusting entries, identify and prepare adjusting entries. <p>ILO Covered: ILO1, ILO2, ILO3</p>	<p><u>Pre-class:</u> WHB, Ch 3, 4 and 5 LO1-LO3; Graded LAMs 2</p> <p><u>During class:</u> Application-oriented activities</p> <p><u>After class:</u> Connect homework</p>
3 (22 Aug)	Sales revenue, Receivables and Cash	<ol style="list-style-type: none"> 1. Explain how companies measure and report sales revenue. 2. Explain how companies measure, report and manage receivables. 3. Apply internal control principles to cash and explain reporting of cash. <p>ILO Covered: ILO1 to ILO5</p>	<p><u>Pre-class:</u> WHB, Ch 6 LO1 & LO3 and Ch 7 (exclude LO7-4) and Ch 12 LO1; Graded LAMs 3</p> <p><u>During class:</u> Application-oriented activities</p> <p><u>After class:</u> Connect homework</p>
4 (29 Aug)	Cost of Goods Sold and Inventories	<ol style="list-style-type: none"> 1. Explain how companies determine the cost of inventory and cost of goods sold and how these costs are reported on financial statements. 2. Identify the effects of inventory errors on financial statements. 3. Explain how companies manage inventory. <p>ILO Covered: ILO1 to ILO5</p>	<p><u>Pre-class:</u> WHB, Ch 8 (exclude LIFO); Graded LAMs 4</p> <p><u>During class:</u> Team presentation 1</p> <p><u>After class:</u> Connect homework</p>
5 (5 Sep)	Property, Plant and Equipment, Intangible Assets, and Investments	<ol style="list-style-type: none"> 1. Apply appropriate measurement rules for the purchase, use and disposal of plant assets and discuss plant assets disclosure on financial statements. 2. Account for intangible assets. 	<p><u>Pre-class:</u> WHB, Ch 9 (exclude LO7); Graded LAMs 5</p> <p><u>During class:</u></p>

		<p>3. Apply appropriate measurement rules for the purchase, valuation, and sale of long-term and short-term investments.</p> <p>ILO Covered: ILO1 to ILO5</p>	<p>Team presentation 2</p> <p><u>After class:</u></p> <p>Connect homework</p>
<p>6 (12 Sep)</p>	<p>Liabilities and Shareholders' Equity</p>	<p>1. Define liabilities and distinguish between debt and equity financing.</p> <p>2. Explain the accounting and reporting for current and contingent liabilities.</p> <p>3. Explain the accounting and reporting for long term liabilities.</p> <p>4. Explain the accounting and reporting for shareholders equity.</p> <p>ILO Covered: ILO1 to ILO5</p>	<p><u>Pre-class:</u></p> <p>WHB, Ch 10 (exclude pages 446-456, 462-464); Ch 11, and Ch 12 LO3 to LO4; Graded LAMS 6</p> <p><u>During class:</u></p> <p>Team presentation 3</p> <p><u>After class:</u></p> <p>Connect homework</p>
<p>7 (19 Sep)</p>	<p>Statement of Comprehensive Income, Statement of Changes in Equity and Cash Flow Statement</p>	<p>1. Define liabilities and distinguish between debt and equity financing.</p> <p>2. Explain the accounting and reporting for current and contingent liabilities.</p> <p>3. Explain the accounting and reporting for long term liabilities.</p> <p>4. Explain the accounting and reporting for shareholders equity.</p> <p>ILO Covered: ILO1 to ILO5</p>	<p><u>Pre-class:</u></p> <p>WHB, Ch 12 (exclude LO2 and LO6) and Ch 13 (exclude LO9); Graded LAMS 7</p> <p><u>During class:</u></p> <p>Team presentation 4</p> <p><u>After class:</u></p> <p>Connect homework</p>
<p>RECESS (26 Sep 2022 to 30 Sep 2022)</p>			
<p>8 (3 Oct)</p>	<p>Financial Statement Analysis</p>	<p>1. Explain the objectives of financial statement analysis.</p> <p>2. Discuss qualitative factors to consider during financial statements analysis.</p> <p>3. Utilise horizontal analysis to analyse financial statements.</p> <p>4. Utilise vertical analysis to analyse financial statements.</p> <p>5. Utilise ratio analysis to analyse financial statements.</p> <p>6. Articulate red flags and limitations of financial statements analysis.</p> <p>ILO Covered: ILO1 to ILO5</p>	<p><u>Pre-class:</u></p> <p>WHB, Ch 14; Graded LAMS 8</p> <p><u>During class:</u></p> <p>Mid-term quiz</p> <p>Application-oriented activities</p> <p><u>After class:</u></p> <p>Connect homework</p>

<p>9 (10 Oct)</p>	<p>Overview of Cost Concepts: The Manufacturing Company</p>	<ol style="list-style-type: none"> 1. Differentiate between financial and managerial accounting. 2. Distinguish between a manufacturing company and a merchandising company. 3. Explain cost concepts and articulate components of manufacturing cost. 4. Illustrate why and how firms allocate overhead costs to products in job-order costing system. 5. Articulate significance and uses of cost schedules such as cost of goods manufactured and cost of goods sold. 6. Illustrate activity-based costing (ABC) and articulate how firms allocate overhead costs to products in ABC. <p>ILO Covered: ILO1, ILO2, ILO5</p>	<p><u>Pre-class:</u> WHB, Ch16 & 17; Graded LAMS 9</p> <p><u>During class:</u> Team presentation 5</p> <p><u>After class:</u> Connect homework</p>
<p>10 (17 Oct)</p>	<p>Costing and the Value Chain, Cost-Volume-Profit Analysis</p>	<p>Part 1: Strategy Formulation</p> <ol style="list-style-type: none"> 1. Define value chain and outline the steps in value chain. 2. Show how Activity Based Management and Lean Operations are used to assess resource use and enhance value-added activities. 3. Explain Target Costing and illustrate how Target Costing is performed. <p>Part 2: Decision Making: Cost-Volume-Profit Analysis</p> <ol style="list-style-type: none"> 4. Identify various types of costs and discuss method to separate semi variable costs. 5. Articulate significance of contribution margin format income statement. 6. Illustrate and apply cost-volume-profit (CVP) analysis on potential business decisions of companies that sell a single product. 7. Apply cost-volume-profit (CVP) analysis on companies that sell a variety of products. <p>ILO Covered: ILO1, ILO2, ILO5</p>	<p><u>Pre-class:</u> WHB, Ch19 & 20; Graded LAMS 10</p> <p><u>During class:</u> Team presentation 6</p> <p><u>After class:</u> Connect homework</p>
<p>11 (24 Oct)</p>	<p>Incremental Analysis</p>	<ol style="list-style-type: none"> 1. Identify relevant costs and benefits in business decisions. 2. Outline steps in decision making process and the various approaches to make decisions. 3. Evaluate sales mix decisions involving constraint resource. 	<p><u>Pre-class:</u> WHB, Ch 21, Graded LAMS 11</p> <p><u>During class:</u> Team presentation 7</p> <p><u>After class:</u></p>

		<p>4. Evaluate make or buy (outsource) decisions.</p> <p>5. Evaluate sell, scrap, or rebuild decisions.</p> <p>6. Evaluate special order decisions.</p> <p>ILO Covered: ILO1, ILO2, ILO5</p>	Connect homework
<p>12 (31 Oct)</p>	Budgeting and Responsibility Accounting	<p><u>Budgeting</u></p> <p>1. Explain the purpose of budgeting, describe behavioural impact of budgets & examine various approaches to budgeting.</p> <p>2. Outline the role of various operating budgets.</p> <p>3. Prepare cash budget.</p> <p>4. Prepare flexible budget & explain role of flexible budgets to overcome limitations of static budget.</p> <p><u>Responsibility Accounting</u></p> <p>5. Explain the concept of responsibility accounting & illustrate the implementation of responsibility accounting.</p> <p>6. Distinguish between cost & revenue centre.</p> <p>7. Explain profit centre & outline its performance measures.</p> <p>8. Articulate the role of investment centre & discuss performance measures to reward staff such as return on investment and residual income.</p> <p>ILO Covered: ILO1, ILO2, ILO5</p>	<p><u>Pre-class:</u></p> <p>WHB, Ch 22 (exclude LO6), Ch 23, & Ch 25 (exclude LO5 & LO6); Graded LAMS 12</p> <p><u>During class:</u></p> <p>Team presentation 8</p> <p><u>After class:</u></p> <p>Connect homework</p>
<p>13 (7 Nov)</p>		<p><u>Final online quiz</u></p>	

L) Schedule of Graded Activities

Graded LAMs Activities in E-lecture #	Available		Graded Connect Compulsory Assignments #	Available	
	From	To		From	To
LAMs1	01-Aug-2022	29-Aug-2022	CA1	01-Aug-2022	04-Sep-2022
LAMs2	01-Aug-2022	29-Aug-2022	CA2	01-Aug-2022	11-Sep-2022
LAMs3	01-Aug-2022	29-Aug-2022			

LAMs4	15-Aug-2022	05-Sep-2022	CA3	15-Aug-2022	18-Sep-2022
LAMs5	15-Aug-2022	05-Sep-2022			
LAMs6	22-Aug-2022	12-Sep-2022	CA4	15-Aug-2022	25-Sep-2022
LAMs7	22-Aug-2022	19-Sep-2022	CA5	05-Sep-2022	02-Oct-2022
RECESS (26 Sep 2022 to 30 Sep 2022)					
LAMs8	05-Sep-2022	03-Oct-2022			
LAMs9	12-Sep-2022	10-Oct-2022	CA6	19-Sep-2022	23-Oct-2022
LAMs10	12-Sep-2022	17-Oct-2022	CA7	19-Sep-2022	30-Oct-2022
LAMs11	19-Sep-2022	24-Oct-2022	CA8	19-Sep-2022	06-Nov-2022
LAMs12	19-Sep-2022	31-Oct-2022			

Note:

Except for graded LAMs 1 to 4, all graded LAMs will expire on Monday of the week that the respective LAMs topics are scheduled to be discussed in seminar class. For example: Topics in graded LAMs 5 are scheduled to be discussed in the week commencing 5 September 2022. Students are therefore expected to complete the graded LAMs 5 before class, on 5 September 2022. After the expiry date of the graded LAMs, an exact set of e-lectures with the LAMs activities will be made available to you for repeated viewing and revision

ANNEX A:**Participation Rubric (20%)**

Learning Objective: To work effectively in teams and to communicate well with others verbally so that the intended message is clear, understandable, and useful to the receiving party.

Criteria	Performance Levels			
	Unsatisfactory (1-4)	Satisfactory (5-6)	Proficient (7-8)	Advanced (9-10)
Frequency of participation (40%)	Does not speak up/minimal contributions in class.	Occasionally speaks up/ contributes in some classes.	Contributes regularly in most classes.	Speaks up/contributes regularly in all classes.
Quality of participation (40%)	Comments lack depth and understanding of subject matter.	Have a fair understanding of subject matter and able to articulate.	Have a good understanding of subject matters and able to articulate well.	Have a good understanding of subject matters, clarify incomplete information, think critically, and provide innovative suggestions.
Listening skills (20%)	Chit-chats/ makes noise/ disrupts class when others speak or present materials most of the time.	Occasionally chit-chats/ makes noise/ disrupts class when others speak or present materials.	Does not chit-chats/ make noise/ disrupt class when others speak or present materials.	Listens attentively when others speak or present materials. Builds on others' comments during discussion.

Note:

The Participation score for each student = the sum of the above criteria X the percentage of attendance for all the seminar classes.

ANNEX B:**Presentation Rubric (Individual 10%)**

Learning Objective: To work effectively in teams and to communicate well with others verbally so that the intended message is clear, understandable, and useful to the receiving party.

Criteria	Performance Levels			
	Unsatisfactory (1-4)	Satisfactory (5-6)	Proficient (7-8)	Advanced (9-10)
Verbal (25%)	Presenter is inaudible; gap-fillers interfere with expression.	Presenter is sometimes inaudible; gap-fillers sometimes interfere with expression.	Presenter is usually audible. Good use of voice inflection to facilitate audience comprehension. Minimal gap fillers.	Presenter is enthusiastic and audible. Effective use of voice inflection to facilitate audience comprehension. Minimal gap fillers.
Non-verbal (25%)	Eye contact, posture, gestures, movement, and facial expressions are inappropriate and significantly distracting.	Eye contact, posture, gestures, movement, and facial expressions are occasionally inappropriate and distracting.	Eye contact, posture, gestures, movement, and facial expressions are appropriate and not distracting.	Eye contact, posture, gestures, movement, and facial expressions make the presentation compelling, and speaker appears polished and confident.
Communication Outcome (25%)	Complete presentation with vague explanations. Audience unsure of direction of message. Poor time management.	Complete presentation with some detailed explanations. Central message and main points are not clearly identified. Appropriate time management.	Complete presentation with clear and detailed explanations. Has a clear message for audience. Good time management.	Complete presentation with creative, clear, and detailed explanation. Central message and main points are clearly identified. Excellent use of time and stays within time parameters.
Facilitation skills (25%)	Merely present information and little effort put in to arouse class interest in the presentation. Hardly or no students volunteer to participate. Unable to address questions.	Some class interactions. Able to answer some questions clearly.	Effective use of tools and strategies to promote class participation. Good class interactions. Able to answer most of the questions.	Very effective use of tools and strategies to promote class participation. Students are very interested and participate actively in class presentation. Answers all the questions clearly and completely.

ANNEX C:**Presentation Rubric (Team 10%)**

Learning Objective: To work effectively in teams and to communicate well with others verbally so that the intended message is clear, understandable, and useful to the receiving party.

Criteria	Performance Levels			
	Unsatisfactory (1-4)	Satisfactory (5-6)	Proficient (7-8)	Advanced (9-10)
Coverage (30%)	Content is erroneous or irrelevant. Lacks depth in content and little insights are exhibited.	Content is generally accurate and clear with some errors.	Most of the content is accurate and clear with references and supporting materials. Minimal errors.	Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content.
Structure (30%)	Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.	Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is sometimes observable.	Organizational pattern is most of the time clearly and consistently observable. Content of the presentation is cohesive.	Organizational pattern is clearly and consistently observable throughout the presentation. Content of the presentation is very cohesive.
Us of communication aid (30%)	Communication aids are poorly prepared. Too many details are included. Font size is too small.	Communication aids are poorly prepared. Too many details are included in some sections. Font size mostly readable but some are small.	Communication aids are well prepared to enhance audience comprehension. Most details are minimised so that main points stand out. Font size is readable.	Communication aids are very well prepared to enhance audience comprehension. Details are minimised so that main points stand out. Font size is readable.
Team dynamics (10%)	Works individually. No indication of team spirit.	Some indication of team spirit and shared responsibilities.	Cohesive team, exhibit team spirit and evidence of shared responsibilities.	Very cohesive team, exhibits strong team spirit and evidence of shared responsibilities.

ANNEX D:

Declaration of Academic Integrity for Team Presentation and Team Assignment

Please put a tick in the box (for online submissions) to indicate that you have read and accepted the following statements. Your assignment will not be accepted without this declaration.

I confirm that:

1. I have read and understood the University’s Shared Values & Honour Code, including the information on practices concerning the academic integrity ([found in the University’s website on Academic Integrity at the following URL: http://academicintegrity.ntu.edu.sg](http://academicintegrity.ntu.edu.sg)) and that in the attached coursework submission I have worked within its expectations.

2. I am aware that failure to act in accordance with the University’s Shared Values & Honour Code may lead to the imposition of penalties which may include the requirement to revise and resubmit an assignment, receiving a lower grade, or receiving an F grade for the assignment; suspension from the University or termination of my candidature.

3. I consent to the University copying and distributing any or all of my work in any form and using third parties to verify whether my work contains plagiarised material, and for quality assurance purposes.

- I, _____, have read and accept the above.
- I, _____, have read and accept the above.
- I, _____, have read and accept the above.
- I, _____, have read and accept the above.
- I, _____, have read and accept the above.

Date: _____

If you require any further guidance about academic integrity, please talk to your professor or use the resources at <http://academicintegrity.ntu.edu.sg>.

ANNEX E: Teamwork & Interpersonal Skills Rubric (For Peer Rating)

Learning Objective: The ability to work effectively with others in a group setting.

Traits	Performance	
<p><u>Roles and Responsibility</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal.</p>	<p>Not Yet 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 Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Communication</u> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Not Yet Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate and maintain timely communication and correspondence with team members.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Conflict Resolution</u> Resolves conflicts using a variety of approaches.</p>	<p>Not Yet Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Contributions</u> Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.</p>	<p>Not Yet 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 Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Relationship</u> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p>Not Yet Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		

References:

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