

Course Outline

MANAGEMENT AND ORGANIZATIONAL STUDIES 3363B INTRODUCTION TO AUDITING

Winter 2018

Course Meets: Tuesday 2:30– 4:30pm in V208 & Wednesday 2:30 – 3:30pm in A1

Instructor: Bill Dawson

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Office Hours: by appointment or Thursday 10:30-11:30 am

Course Scope and Mission

This course discusses the role of the auditor and provides a framework for conducting audits and related assurance engagements. Through this course, students will be provided with an approach useful to prospective auditors to follow in answering the 5 W's (who, what, where, why & how) typical audit procedures are undertaken to ultimately provide a report to a client. The course will point out the limitations of an audit and how the various levels of assurance compare.

The primary emphasis of the course is on the auditor's decision-making process and the nature and amount of audit evidence needed to render an opinion on the fairness of an organization's financial statements. Topics include professional standards, rules of conduct, ethical considerations, legal liability, audit and review objectives, the audit risk model, audit evidence, development and execution of compliance and substantive audit strategies, sampling methods and audit reports.

The objectives of this course are:

- Understand Generally Accepted Auditing Standards = Canadian Auditing Standards
- Understand the role of professional judgment in the execution of an audit
- Develop the foundations of professional judgment prior to joining a CPA/CA firm
- Learn how auditors communicate to their clients and the general public
- Learn how auditors go about conducting assurance engagements
- Learn how to assess risk in planning an audit and designing tests for verification
- Learn how to use Caseware, leading audit software used by many firms in the real world
- Contemplate the role of ethical standards in conduct of audits & assurance engagements

Class Mantra

- "No one, no thing, no resource will be there to help you on the CFE!"
- Students are expected to have a sound knowledge and comprehension of intermediate financial and cost accounting concepts and application.

Course Prerequisites

Prerequisites: Business 2257 and enrolment in the BMOS program or Major in Finance (Please Note: Unless you have the prerequisites for this course, you may be removed from this course and it will be deleted from

your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites).

Required Readings and Materials

- Wally Smieliauskas et al; ***Auditing: An International Approach, 7th Edition***, McGraw-
- Hill Ryerson. Toronto, c. 2016, ISBN-13: 978-1-259-06653-5
- Beasley, Mark S.; ***Auditing Cases: An Interactive Learning Approach, 6/E***, Pearson.
- Mississauga, c. 2012, ISBN-13: 978-0-132-56723-7
- ***CICA Handbook***, Canadian Institute of Chartered Accountants, most recent edition of both Accounting and Assurance Handbooks [Part I and Part II].
- ***ICAO Member's Handbook***, Institute of Chartered Accountants, most recent edition.
- This material is also available on the Internet

All text and casebook materials available for purchase at UWO Bookstore. There is a link at the end of this outline to Ivey Publishing to access non-casebook cases which are necessary for the course.

McGraw-Hill Ryerson's interactive resources will also be utilized, including exercise, videos and business case studies to apply your learnings, available via the and a companion Access Card that is included with purchase of your Smieliauskas et al textbook. The site also contains key equations computer simulation that can be utilized in self study. There are no supplementary materials to accompany the Wiley casebook.

Supplemental Materials (on-line and/or library)

Periodicals: CA magazine; CA firm sites

Related Web Sites (for reference and research)

Education

- CICA www.cica.ca
- ICAO www.icao.on.ca

Course Site: OWL.uwo.ca

Each week, a PowerPoint presentation will be delivered to students covering the material required and testable on the mid-term and final exams. Presentations will be uploaded to OWL prior to class, excluding any solutions to exercise/problems/case analyses. These solutions will be updated following class and the final presentation (for study purposes) will be uploaded to OWL. Following the presentation, class will discuss their pre-prepared solutions to a variety of financial management problems/exercises and business cases to be assigned weekly. Cases from the casebook and Companion Website will also be utilized to facilitate enhanced class participation. Auditing models, templates and methodologies will be discussed as part of these materials. Learning points will be summarized weekly, as key “take-aways” from the class discussion. Other materials the instructor wishes to hand-out will be distributed on an as- needed basis. Class attendance is essential.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Assessment	%	Date
Mid-Term Exam (2 hours)	25%	Feb 13, 2018 in class
Case Analysis Summaries (5 x 1%)	5%	Due Every third Friday
Class Participation	10%	Daily
Individual Case Assignments (x2)	15%	At least one due by Feb 28, 2018
Group Project	20%	
Presentations		April 3 & 4, 2018 in class
Reports		April 7, 2018 (12:00 noon)
Professional Judgment	25%	Released Apr 10 in class
Assessment		Due Apr 20 @4pm

All assignments must be submitted and receive a grade in order for students to pass this course. Please submit all work to the OWL dropbox in .pdf to save trees or email to Bill Dawson

Summary of Important Dates (Other than project deadlines)

- January 8: Classes resume
- January 16: Last day to add a second term half course
- February 19: Family Day. All offices close
- February 19 – 23: Reading Week (No classes; All offices open Feb 20 – 23)
- March 7: Last day to drop a second term half course without penalty
- March 30: Good Friday (No classes; All offices closed)
- April 11: Classes end
- April 12 and 13: Study days
- April 14 – 30: Examination Period
- April 30: Second term ends. Last day to apply for Spring Graduation.
- April 30: Second term ends. Last day to apply for Spring Graduation.

Participation: To maximize your participation grades – and overall learning – students should attend all classes to maximize opportunities to speak to their colleagues and concentrate on providing class comments which:

- Move the analysis along and/or take it to a “higher” level
- Provide insight that others may not have seen
- Are relevant to the class discussion
- Leverage prior learnings and other references, of your choice, in the context of the case / problem / exercise discussion
- Add clarity to course PowerPoint slides (required reading) in the context of the case / problem / exercise discussion
- Challenge colleagues in a professional and logical manner
- Drawn similarities to previous learnings and demonstrates their relation to the current case / problem / exercise discussion scenario being discussed

Grade review: The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like me to re-evaluate your grade in any component of the course, you should follow this procedure:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., “I *really* need an A,” “I worked so hard”), or social justice (e.g. “he got an A for saying the same thing”) appeals. If you do feel that a social justice appeal is justified, you should get the cooperation of the person who you are comparing with, and have them also submit their paper. You may submit this memo to the commerce office.
- (b) You will normally get a response from me within a week.
- (c) The entire exam or paper will be re evaluated, and you should be aware that any grade changes are possible (i.e. decrease, increase or none). The only exception to the “entire paper gets re evaluated” policy is a case where there is a mathematical error in determining a grade.

The instructor is responsible for your grade in MOS 3363B but not responsible for any administrative decisions that may make use of your grade in MOS 3363B. If you believe that your grade requires review, please follow the procedure above.

Mid-Term Examination

The mid-term examination will consist short answer/multiple choice/true/false-type questions and cases/exercises/problems, which test your knowledge of the material that is discussed in class sessions and found in the PowerPoints, readings, and exercise/problem/case learnings. The content will be similar to what is discussed in class.

Students will be permitted to bring writing materials and a non-programmable financial calculator to the mid-term examination. No other items will be permitted at your desk in the examination room. This includes dictionaries, cell phones, PDA’s, CD players, iPod’s, etc. These rules will be strictly enforced as it is my responsibility to do everything possible to prevent cheating on examinations.

Professional Judgment Assessment

The year-end professional judgment assessment will consist of one case and 5-10 short answer/mini scenario/multiple choice-type questions, which is designed to test your knowledge of the material that is discussed in class sessions and found in the PowerPoints, readings, simulation and case learnings. Students will be given access to the Assessment on the final day of class, April 10th, 2018 at 5:30pm. Submissions must be made to the OWL dropbox. There is no final exam in this class. You will be expected to deliver the complete case analysis and accompanying questions by April 20th, 2018 at 4 pm.

Requirements and Criteria

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of exams, individual and/or group assignments / presentation, and exercises/assignments will be used to evaluate participants on a number of different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below:

<u>Activity</u>	<u>% of Grade</u>	<u>Description</u>
Year-End Professional Judgment Assessment	25%	This professional case assignment will be open book and contain two parts, as shown below: 1. A medium-plus-length comprehensive case testing all course material and application of summary lessons captured at the end of each session 2. Several (8-10) short answer / mini scenario / multiple choice questions testing material from the weekly PowerPoint presentations, text, and other materials that may be utilized
Participation	10%	Preparation for class case discussion, as demonstrated by; • willingness to lead and actively participate class discussions in a professional manner • demonstrated pre-class read and thorough analysis of the case and text • providing valuable insights and analysis • responding to “cold-calls” • Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings
Mid-Term Exam	25%	This closed-book exam will be 1-hour, 50 minutes (in class) in length and may include multiple-choice, true and false, short-answer, essay or computational questions and may include material from the assigned readings, lectures (PowerPoint presentations), exercises/problems, case studies, videos, small group-work and student presentations. Aides allowed: Single Function, non-programmable financial calculator.
Individual Case Assignment	15%	Individually prepared case analyses of two cases, which will be selected by students from among those from the casebook / Ivey Casepack and assigned for in-class discussed. Cases can only be

		<p>handed-in for marking from among those not yet completed in class – once discussed in class, cases will no longer be accepted for marking. Case analyses will be handed-in at the beginning of class and sent electronically via e-mail to Professor before class. The case write-up should be no more than eight pages (double-spaced, 12-point Arial font) in length, with a maximum of three exhibits. The student should write the case assignment from the perspective of the auditor of the organization under investigation in the case. The case-writing tools presented in class, in the casebook, and delivered on OWL as supplementary readings should be used to “crack the case”. In addition to specifically answering the Case questions posed in the textbook, the case assignment submitted report should include the following:</p> <ul style="list-style-type: none"> • Identify the main character in the case and potential audit issue(s) • Determine the audience / stakeholders / receiver of the report • Evaluate the planning process and outcomes • Summarize the audit risks involved • Determine any accounting (GAAP/IFRS) deficiencies, if any • Using the text, casebook, course tools, and student on-line supplementary tools and information, conduct any other reasonable financial, strategic or tactical analyses of the firm,, and stating why these were considered important to providing the appropriate level of assurance • What tests would you envision carrying-out to gain assurance? • Sufficiently analyze and answer all case questions posed or implied in an integrative and professional report-style • Make reference to the client relationship and how this engagement affects it • Identify internal control weaknesses, implications for the audit and for the success of the client business itself, and propose logical and efficient changes to the control environment to remediate the weaknesses • Outline the impact, if any, on audit or other assurance report being provided by the firm your role represents (if applicable)
Case Analysis Summaries	5% (5 x 1% each)	Starting January 16th, 2018, students must hand- in a one-page case analysis summary (Total of 5). The analysis should be as thorough as possible, utilizing all the case data for what students feel is/are the most important case issues to review. This is not a summary exercise, but the best papers will utilize the exhibits and perform “back-of-the-envelope” analyses, as is real-world practice.
Group Comprehensive Project	20%	A complete assessment of the auditing related impacts and issues for a comprehensive past UFE case will be undertaken by groups of three- five (3-5) students from the same section, to be completed by April 7th, 2017 . Groups will be provided with the comprehensive case on OWL, after the mid-term examination. Groups must

		<p>evaluate the case client’s situation, plan the required procedures, and develop recommendations.</p> <p>Groups will work together on their own time and should allocate the work effort evenly to each of the team members. The assignment details are as follows:</p> <p>Tools: Groups should utilize the textbook, PowerPoint slides, Smieliauskas companion website (http://connect.mcgraw-hill.com), and any other audit/assurance research to structure the written assignment and presentation. Students should be prepared to apply audit checklists, trace information through flowcharted processes, and draw conclusions on effectiveness, as deemed necessary, in depth during this group assignment. Analyses will be enhanced by making use of the tools presented during class.</p> <p>Components of Assignment: Each group will be responsible for submitting several components of the overall assignment as follows:</p> <ul style="list-style-type: none"> • Written Report – Audit Engagement: Due April 7th, 2018 and worth 15% of group assignment mark. This portion of the written report will be 15 double-spaced, 12-point Arial font, pages maximum in Word (and .pdf) format providing a detailed synopsis of the audit engagement undertaken. The same questions / concepts addressed for the mii-case assignment should be contemplated – in more depth – in this report. Any case questions posed should be specifically answered, but the report should not be limited to answering only those, but should identify the key audit issues from start-to-finish of the audit planning and execution cycle. • Appendices and Exhibits: Due April 7th, 2018 and included as part of the Written Report (see above) mark of the Group Project Assignment mark. Not more than ten pages of appendices and exhibits should be included to illustrate results of the planning, materiality evaluation, execution of tests, evaluation, analyses undertaken, etc. and should include any assumptions made. • 15-Minute (Maximum) Summary Presentation: Completed by all/ some members to the class during the final Tuesday of class, worth 5% of overall Group Assignment mark. Presentation should not exceed seven slides and should summarize all aspects of both components of the written report. (NB: To expedite presentations by ~5-7 teams in two hours, all summary presentations are to be e- mailed to Bill Dawson by noon on April 7th, 2018)
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Course Work & Academic Honesty

Attendance in Class – Physical presence in class and active engagement in daily discussions is expected of all students. Material presented in class may be testable as part of the evaluations noted above. Students are encouraged to bring the text to all classes. To prepare for class, students will be asked to read a chapter and answer the questions and check their solutions on Connect that accompanies the text. The chapter material will be discussed in class using the key concept questions from the text. Problems and cases from the chapter may be assigned. Solutions to these problems and cases will be discussed in the following class.

Students are expected to be highly motivated in learning the subject matter and to dedicate adequate time each week to the readings and class preparation. Students are expected to be prepared for the class and to contribute to class discussions.

Each class will follow a three-part agenda focused on increasing understanding of course material, applying course material and analytical tools to the problems, exercises and/or case, and summarizing our key lessons learned, in a list, for later use (on exams, assignments, etc.). The three areas will be addressed according to the following timeline:

- Topical Discussion of general financial management issues on the PowerPoint slides (required readings), led by Professor with class participation
- Commence Problem, Exercise, and/or Case Discussion(s)
- 5 minute break and time to write on-going formal feedback about the class
- Complete Problem, Exercise, and/or Case Discussion(s)
- Class Ends

A variety of techniques will be used to encourage participation, including “cold-calls”, assigning specific sections of the case analyses at the start of class, and “numbering-off” of all participants to request answers.

NOTE: The consistency of your participation comments, knowledge of the previously-delivered material, and test/assignment results will be addressed holistically. Students should prepare all weekly exercises/cases and assignments individually to maximize their learning and demonstrate the required level of understanding of the material.

Students and professor at the end of the class will list summary learning points. These points will be important study notes for future. Respect for fellow students is expected and mandatory (see Standard of Conduct section below) and required to encourage participation by all. Respect will further ensure that all relevant case concepts are raised, therefore increasing the depth of the analysis and discussion. Respect encompasses the following concepts:

- Attend all classes and arrive on time
- Allow and encourage others to participate
- Refrain from “cat-calls” or derogatory comments – if students disagree with an analysis or comment, it is fully expected that counter arguments will be presented in a clear, concise, and professional manner
- Coming to class prepared, including having read the case in detail and having prepared any relevant analysis yourself

Each class will include both lecture and assignments, the breakdown of sessions by week will generally follow the approach noted below:

- Most classes will see the introduction of a new auditing concept, a new text chapters, and an audit case. You are expected to prepare in advance for the class, including reading the entire chapter as well as preparing the questions. You are expected to thoroughly read and prepare each case, as you would in prerequisite classes. I will review key information using PowerPoint slides as well as pertinent textbook and problem examples, videos and anecdotes. You are expected to participate in the discussion to maximize your learning and earn participation marks. Case and assignment questions should be answered with respect to underlying concepts and specific Canadian Auditing Standards (CAS) guideline, including CAS pronouncement number(s) that impact the analysis.

Group Involvement: For the group assignment, groups should allocate the work evenly among each team member. All team members should be familiar with all aspects of the materials developed and presented. A single mark will be awarded to each member of a group. Groups should meet after hours to complete their group assignment, discuss findings, determine applicable textbook and resource guide approaches to use, analyze results, develop the written report and appendices, and rehearse their final group presentation. Groups can determine if each member will speak during the final presentation or if a single spokesperson will present or some derivation thereof. Groups will self-select and self-manage. All students must have a group by the time of the presentation, or they receive a mark of zero for the project. Students unable to join a group on their own should immediately inform the Professor of the need for assistance in procuring a group. The Professor may arbitrarily assign additional group members as needed to balance group weights and ensure students do not remain without a group allowing for maximum student group contribution.

Feedback to Instructor: Please send any written or oral feedback to the instructor whenever you feel it is necessary. After session #2, I will ask for your written feedback (just use a blank piece of paper) on any issues you have or things you want to see addressed in the class. This feedback should be confidential, so there is no need to provide your name unless you feel you would like to do so. This type of feedback will then be welcomed at any point during the term. The feedback will be addressed and used to improve the course and your learning experience. During the mid-point of term, a formal feedback survey will be conducted on Zoomerang seeking your feedback on the course to-date with a view to implementing suggestions for improvement for the second part of term.

Submission of Assignments - Late submissions of any assignment may be considered; however, a resolution may be determined at the Professor's sole discretion and may include an academic penalty. All submissions are to be made electronically to the OWL dropbox by the stipulated due date/time.

Standard of Conduct in this Course

Since this course is part of a degree designed to give you a broad understanding of the world of business, we aim to run the course in a way which will be consistent with the world of business - where many of you will spend your working lives. We strive to provide accurate information, quality materials and good service, consistent with our obligations to maintain the high academic standards of Huron University College and Western University.

In return it is expected that you will conduct yourself in a way that prepares you for the world of work.

1. We start on time, so please do not arrive late and disrupt others.
2. Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
3. Turn off your cell phone, pager, and watch alarm.
4. Keep up to date. Make sure that you know the class schedule. Check on the course web page for updates and posted materials.
5. During the class, respect the learning opportunities of others. Don't distract others by chatting to your neighbour. Our expectation is that you will not only contribute in class to your own learning, but also to that of others.

Given that there are multiple sections across campus, please understand that with limited seats in the assigned classroom, those students registered in the section always maintain first right to a seat and priority in classroom space. You are allowed to move between sections provided that you are not taking a seat of a peer already registered in the section. Also, slight variations may be expected between the lecture and/or problem/exercise/case discussion(s), depending on the nature of participation, class discussion, and/or Professor's choice.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all Huron University College students are required to have a valid huron.uwo.ca or UWO email address. You are responsible for ensuring that your university email address is set up. Forwarding your huron.uwo.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from huron.uwo.ca addresses sent to Hotmail, Gmail or Yahoo, etc. accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

MOS 3363B Tentative Course Schedule (Note: Additional required and/or supplementary readings may be assigned weekly on OWL to be prepared before class for in-class discussion)

NB:

- All questions and exercises/problems are found in the text at the back of each chapter and are to be prepared in advance of class
- Moreover, any mid-chapter "Concept Check" should be attempted as the chapters are read and the solutions found online at the student companion site should be reviewed to ensure understanding of concepts
- Cases are all from the Auditing Cases textbook
- Certain questions are cumulative in nature, building upon previous questions.
- Where such questions have been assigned, students are also expected to complete any related questions to arrive at their proposed solution(s)
- Mondays we will do even-numbered problems from the text and on Wednesdays we will do odd-numbered problems; students are encouraged to do other problems from the text and can request discussion time with the professor during office hours to walk through recommended solutions
- Chapters 20 & 21 of the textbook (online) will not be covered in the course. No other chapters will be removed from the outline during the duration of the course.

Session	Date	Topic	Chapter(s) & Exercise / Problems / Case
1	Jan 9	<ul style="list-style-type: none"> The Demand for Auditing The Public Accounting Profession 	<ul style="list-style-type: none"> Text: Ch 1 Problems: Even Case: A Day in the Life of Brent Dorsey
1	Jan 10	<ul style="list-style-type: none"> Professional Relationships Roles & Responsibilities Rules of Conduct 	<ul style="list-style-type: none"> Text: Ch. 2, 18 Problems : Odd Case: Ocean Manufacturing,, Inc.
2	Jan 16	<ul style="list-style-type: none"> Legal Liability of Auditors Ethical Considerations for Auditors 	<ul style="list-style-type: none"> Text: Ch. 3 Problems: Even Case 1: The Anonymous Caller Case: 2 Phar-Mor Inc.
2	Jan 17	<ul style="list-style-type: none"> Audit Reports 	<ul style="list-style-type: none"> Text: Ch. 4 Problems: Odd Case: Murchison Technologies, Inc.
3	Jan 23	<ul style="list-style-type: none"> Audit Planning Knowledge of the Business Materiality 	<ul style="list-style-type: none"> Text: Ch. 5 Problems: Even Case: 1 Asher Farms Inc. Case 2: Anne Aylor, Inc.
3	Jan 24	<ul style="list-style-type: none"> Risk Profiles Risk Documentation Internal Controls 	<ul style="list-style-type: none"> Text: Ch. 6 Problems: Odd Case: Flash Technologies ,Inc.
4	Jan 30	<ul style="list-style-type: none"> Fraud Risk Assessment 	<ul style="list-style-type: none"> Text: Ch. 7 Problems: Even Case (Ivey): Deloitte on Livent (9B08B006)
4	Jan 31	<ul style="list-style-type: none"> Audit Evidence Collection Assurance 	<ul style="list-style-type: none"> Text: Ch. 8 Problems: Odd Case: Satyam Computer Service Limited
5	Feb 6	<ul style="list-style-type: none"> Entity-level Controls 	<ul style="list-style-type: none"> Case: Easy Clean, Co
5	Feb 7	<ul style="list-style-type: none"> Audit Sampling Audit Program 	<ul style="list-style-type: none"> Text: Ch. 10 Problems: Odd Case: Hooplah, Inc.
6	Feb 13	Mid-Term Exam (2 hours – full class)	<ul style="list-style-type: none"> All course textbook, PowerPoint, exercise/problem/Connect/other material covering chapters 1-10 will be testable on the mid-term exam
6	Feb 14	<ul style="list-style-type: none"> Time for make up 	
	Feb 19-23	READING WEEK NO CLASSES	
7	Feb 27	<ul style="list-style-type: none"> E-Business Risks Information Technology 	<ul style="list-style-type: none"> Case: Harley-Davidson
7	Feb 28	<ul style="list-style-type: none"> Completing A/R Tests Order-to-Cash Process Audit of Cash (Guest Instructor) 	<ul style="list-style-type: none"> Text: Ch. 11 Problems: Even Case 1: Wally's Billboard & Sign Supply Case (Ivey): Ernst & Young: The Western Bank Audit (9B06E005)

8	Mar 6	<ul style="list-style-type: none"> • Audit of Procure-to-Pay Cycle • Guest Speaker: Jay Nirula, Partner, Gera & Nirula, CA's 	<ul style="list-style-type: none"> • Text: Ch. 12 • Problems: Odd • Case: Southeast Shoe Distributor, Inc. (part 4)
8	Mar 7	<ul style="list-style-type: none"> • Audit of Production & Inventory • Audit of Payroll 	<ul style="list-style-type: none"> • Text: Ch. 13 • Problems: Even • Case: K&K Inc.
9	Mar 13	<ul style="list-style-type: none"> • Audit for Financing and Investment Processes • Audit of Capital Acquisitions • Audit of Repayments of Loans 	<ul style="list-style-type: none"> • Text: Ch. 14 • Problems: Odd • Case: Morris Mining Corporation
9	Mar 14	<ul style="list-style-type: none"> • Completing the Audit 	<ul style="list-style-type: none"> • Text: Ch. 15 • Problems: Even • Case: EyeMax Corporation
10	Mar 20	<ul style="list-style-type: none"> • Professional Judgment • The Audit Opinion and Issuing the Report 	<ul style="list-style-type: none"> • Text: Ch. 16 • Problems: Odd • Case: Auto Parts ,Inc.
10	Mar 21	<ul style="list-style-type: none"> • Review and Compilation Engagements 	<ul style="list-style-type: none"> • Text: Ch. 17 • Problems: Even • Case: Burlingham Bees
11	Mar 27	<ul style="list-style-type: none"> • Time for make up 	<ul style="list-style-type: none"> • Case: Sunkick Coffee
11	Mar 28	<ul style="list-style-type: none"> • Audit of Estimates 	<ul style="list-style-type: none"> • Text: Ch. 19 • Problems: Even • Case: Waste Management, Inc.
12	Apr 3	<ul style="list-style-type: none"> • Comprehensive Presentations, Q&A 	<ul style="list-style-type: none"> • Case: Rejuvenating Spa Inc.
12	Apr 4	<ul style="list-style-type: none"> • Comprehensive Presentations, Q&A 	
12	Apr 7	<ul style="list-style-type: none"> • Comprehensive Assignment Due via email by 12:00 noon 	
13	Apr 10	<ul style="list-style-type: none"> • Completion of Year-End Professional Judgment Assessment 	<ul style="list-style-type: none"> • Case: TBA (released Apr. 10/18; Due Apr. 20/18 @ 4 pm)
13	Apr 11	<ul style="list-style-type: none"> • Review Class 	<ul style="list-style-type: none"> • Case: Rejuvenating Spa Inc.

Generally, assigned problems/cases will be taken up in the class in which they are assigned. I will post solutions on OWL after they are taken up in class. It is helpful to your preparation for class if you make a solid attempt at the problems and think about what you need to know and clarify in the class. This will make it easier for you to prepare your solutions over the time between assignments and take up of questions. Also, please note that the answers to "Concept Check" Problems throughout the text are on the student website. These exercises serve as additional work that you can complete to ensure you understand the material in the chapter, and to prepare for tests. Please practice a lot, as practice does make perfect when it comes to auditing and development of professional judgment.

APPENDIX: INSTRUCTIONS FOR ORDERING IVEY CASES

Greetings,

This message explains how to purchase materials needed for your course. Course: Introduction to Auditing

Professor(s): Bill Dawson

Starting: Jan 8, 2018

Ending: Apr 30, 2018

- 1 Go to the Ivey Publishing website at www.iveycases.com
- 2 [Log in](#) to your existing account or click "[Register](#)" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
- 3 Click on this link or copy into your browser: <https://www.iveycases.com/CoursepackView.aspx?id=8323>
- 4 Click "Add to Cart".
- 5 You may choose to order in either **print** or **digital** format.
 - To order the material in digital format, check "digital download" and click "OK".
 - To order a printed copy for delivery, enter the print quantity required and click "OK". Please note that shipping charges will apply.
- 6 Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
- 7 When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
 - If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
 - If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

IMPORTANT: Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader.

This material is for your personal use only and is not to be shared or distributed in any form.

Questions? Contact Ivey Publishing during business hours.

Ivey Publishing

Ivey Business School Western University

e. cases@ivey.ca

t. 519.661.3208 | tf. 800.649.6355

www.iveycases.com

Business Hours:

Monday to Thursday: 8:00am-4:30pm (ET) Friday: 8:00am-4:00pm (ET)



Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly. Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>