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Syllabus: General Information

Class	ACCT 5571.10 - Taxation of Business Entities Fall 2008 Online course		
Instructor	Professor Amy Dunbar, 431 BUSN, e-mail amy.dunbar@business.uconn.edu; home phone 860-742-0672; cell phone 860-208-2737		
Office Hours	I will be online (logged onto Instant Messenger) on Wednesday and Thursday evenings from 7 PM to 9 PM. In addition, I will be available to answer one-on-one questions through IM whenever you see that I am online. My TA, Paul Trimper, will be online on Tuesday evenings from 7 PM to 9 PM.		
	<table border="1"> <tr> <td> <ul style="list-style-type: none"> ■ Texts ■ Course Content ■ HuskyCT ■ Instant Messenger </td> <td> <ul style="list-style-type: none"> ■ Quizzes ■ Group Participation ■ Projects ■ Exams ■ Grading </td> </tr> </table>	<ul style="list-style-type: none"> ■ Texts ■ Course Content ■ HuskyCT ■ Instant Messenger 	<ul style="list-style-type: none"> ■ Quizzes ■ Group Participation ■ Projects ■ Exams ■ Grading
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Texts. I do not require a textbook. You will be expected to access the Master Tax Guide (MTG) on the CCH web site (see link on HuskyCT homepage in left-hand menu). The MTG provides fast and reliable answers to tax questions. It is particularly useful as a quick reference to items that change annually such as tax rate schedules, personal exemption and standard deduction amounts, and mileage reimbursement. Accounting professionals rely on the MTG to deliver quick tax explanations when researching actual tax authorities (e.g., Internal Revenue Code and court cases) is not warranted. Required class readings will not be explicitly drawn from the MTG. However, you should use the table of contents and the index to familiarize yourself with sections that apply to the course material.

Although I do not require a textbook, some students like to use a textbook to supplement the content modules in this class. I recommend the following textbook, which can be ordered from Amazon.com.

South-Western Federal Taxation 2009 - Corporations, Partnerships, Estates and Trusts

Course Content. The course content is provided in [content modules](#), which are a series of html pages with audio and video files, Excel files, and Flash files (primarily self-tests). I strongly suggest that you do NOT print these pages because you will learn primarily by using the links in the content modules. Working through the content modules will serve you far better than printing the pages and reading them without access to the links.

HuskyCT. We will use HuskyCT as the course web environment. HuskyCT requires a logon ID and a password. Communication is done primarily through various HuskyCT course tools, including e-mail, the discussion boards, and the chat room. There will be numerous discussion boards; the Main board, Content Modules board, Water Cooler board, Quiz board, and Exam board can be accessed by the entire class. In addition, you can use HuskyCT to check your grades (password protected). All coursework is submitted through HuskyCT.



About the Author
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Instant Messenger. This class requires the use of AIM.

Quizzes. Each week, you will submit a quiz that covers the content module material assigned for that week. You will work with your groups on these quizzes, but you must each submit your own quiz. You must take 10 quizzes on HuskyCT once a week as shown in the Schedule of Topics, Readings, and Coursework. The lowest quiz will be dropped. Work together on these quizzes in an AIM or HuskyCT chat room. Learning is not a zero-sum game.

Group Participation. You will be assigned to a group of five members. Each group will have its own discussion board, which can only be accessed by the group members. This restriction is intended to encourage you to participate and to limit the number of postings you have to read. You are expected to read the main board and your group postings and to make substantive contributions to your group discussion board. For example, you can explain how to work a homework problem and/or you can discuss issues on course content pages (notes), assignments and projects.

The other group members will determine your **class participation** grade. Each week, each group member must rank each other on a scale from 1 to 5 with 1 being the lowest. If you rate everyone in the group as a 5, then you must justify the rating. I reserve the right to reduce a score if I do not think sufficient justification is provided. I will use the average score for the participation grade. I will drop two participation scores, one in each half of the course. If you are having a busy week and just can't participate at your normal level, you will be fine because you can drop that week's score.

Projects. You will complete three projects. The first project (**Sole Proprietorship Project**) is designed to ensure that you are comfortable working in Excel and you know how to complete individual tax forms that report asset sales. Each student submits the first project, but you can consult with your group members. The second two projects are entity projects. Each group submits the projects. The projects involve two individuals who invest in a single enterprise doing business as a C corporation (**C Corporation Project**) and a partnership (**Partnership Project**). These projects require the completion of spreadsheet workpapers reconciling book income to taxable income, a tax accrual (for the C corporation), and the appropriate entity tax forms and schedules for 2007. An individual return for one of the investors will be prepared to reinforce the flow-through concepts of the partnership and S corporation entities. The project information can be downloaded from the projects module in the content modules.

Exams. The mid-term exam and comprehensive final exam will be taken on HuskyCT.

Grading	9 Homework "Quizzes"	100
	Projects: Late projects will be docked 5 pts for each late day (or part thereof).	
	Sole Proprietorship Project	20
	C Corporation Project	35
	Partnership Project	35
	Class Participation	50
	Midterm Exam	100
	Final Exam (comprehensive)	100
	Total Points	440


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Syllabus: Schedule of Topics, Readings, Coursework

Fall 2008

Class	Date	Day	Topics	Readings	Coursework	Due Date
1	9/8	M	Property Transactions: Asset Sales (<i>This module should be a review of material you covered in your undergrad tax course.</i>)	Content Module: Property Transactions: Asset Sales	Quiz 1	Quiz due: Thursday midnight, 9/11
2	9/15		Sole Proprietorship Project		Quiz 2 Sole Proprietorship Project	Quiz and Project due: Thursday midnight, 9/18
3	9/22	M	Property Transactions: Asset Exchanges	West text Ch 3 and Ch 10 Content Module: Property Transactions: Asset Exchanges	Quiz 3	Thursday midnight, 9/25
4	9/29	M	Corporate Operations	West text Ch 2-pp 8/16 WebCT Content Module: Corporate Operations	Quiz 4	Thursday midnight, 10/2
5	10/6	M	Corporate Project		Quiz 5 Corporate Project	Thursday midnight, 10/9
6	10/13	M	MIDTERM EXAM	Exam must be taken online between 3 PM and 10 PM.		Any 3-hour period during the week.

 <p>About the Author ©Amy Dunbar</p>	7	10/20	M	Partnership Operations	West text Ch 10 WebCT Content Module: Partnerships	Quiz 6	Thursday midnight, 10/23
	8	10/27	M	Partnership Distributions: Current and Liquidating	West text Ch 10 WebCT Content Module: Partnerships	Quiz 7	Thursday midnight, 10/30
	9	11/3	M	Partnership Project	West text Ch 10 WebCT Content Module: Partnerships	Quiz 8 Partnership Project	Thursday midnight, 11/6
	10	11/10	M	Corporate Distributions: Current and Liquidating	West text Ch 10 WebCT Content Module: C Corporation Distributions	Quiz 9	Thursday midnight, 11/13
	11	11/17	M	Review		Quiz 10	Thursday midnight, 11/20
		11/24		Thanksgiving			
	12	12/1	M			FINAL EXAM	Any 3 hour period during the week

Summary of Answers

Q4 How often did you use each method? Rate each tool from 0 to 5 where 0 is never and 5 is a lot.

4.29	1. Working through the content modules on the internet (as opposed to printing them out and working from paper).
2.09	2. Printing out the web pages and working through the paper version.
3.91	3. Working the self-tests
4.50	4. Working the examples and problems in Excel files
4.29	5. Listening to sound files (Dunbar talked about the material)
4.49	6. Viewing the video files
4.86	7. Working the quizzes with my group in the chat room.
2.46	8. Using AIM to ask Dunbar questions.
2.46	9. Using AIM to ask another student questions.
4.09	10. Using the discussion board.

Q5 You completed the following modules:

(1) Asset Sales (2) Asset Exchanges; (3) C Corporation Operations; (4) Partnership Operations; (5) Partnership Distributions; (6) C Corp Distributions;

How can I make the content modules better? Would you like more or less examples? Were some modules better than others?

(See Q5 tab for the responses.)

Q6 How many students should be in a group?

Summary of answers:		
Over half the students prefer the 5 member groups.		
# Students		
In a Group	N	Percentage
No groups	0	0%
2	1	3%
3	2	5%
4	14	38%
5	20	54%
	37	100%

Q7 I am considering creating smaller groups for the projects because the current groups seem too large to do the projects efficiently.

Summary of answers:		
Don't split up the groups for projects; Keep the videos for projects.		
1. Should I split the 4-5 person quiz groups into two subgroups just for the projects? Yes or No		
No	27	77%
Yes	8	23%
2. Should each student submit projects 2 and 3 (just like project 1 or a quiz)? Yes or No		
No	24	69%
Yes	11	31%
I am trying to decide if creating videos for each project is worth it.		
3. Did you watch Project 1 videos? Yes or No		
No	4	11%
Yes	31	89%
4. Did you watch Project 2 videos? Yes or No		
No	4	11%
Yes	31	89%
5. Did you watch Project 3 videos? Yes or No		
No	4	11%
Yes	31	89%

Tell me about your group. What made it a good group or a not so good group? Is there anything I could do to help the group learning process?

Q8

(See Q8 tab for the responses.)

Q9 This semester you evaluated your group members on a weekly basis. In other classes, students evaluate twice a semester. What do you think is the optimal number of times to evaluate your group members?

Summary of answers:		
Continue the weekly participation surveys.		
weekly	18	49%
every other week	6	16%
once a month	3	8%
twice a semester	7	19%
end of semester only	3	8%
	37	100%

Q10 I am concerned that the online experience may not have been a good one for some of you. It is possible that your computer was not able to handle the technological demands of this class. Which of the following describes your computer? Check all that apply.

Summary of answers:		
Most students did not have a problem.		
frequent reboot	2	5%
shared computer	0	0%
bumped me off	5	14%
connection too slow	2	5%
worked fine for me	28	76%
	37	100%

Q11 The next biggest issue is the combination of a project and a quiz in three of the 12 weeks.

Reduce the number of quizzes to 7 quizzes, and release the project quizzes for information purposes only. The exams will continue to test a the projects. A likely result of this alternative is that students will be working on the project quiz questio

Reduce the number of quizzes to 7 quizzes, and release the project quizzes for information purposes only. The exams will continue to test b the projects. A likely result of this alternative is that students will be working on the project quiz questio

c Delay the project quizzes to Saturday night (project is due on Thursday). The next content module quiz will continue to be due on the following Thursday.

d Delay the project quizzes to Sunday night (project is due on Thursday). The next content module quiz will continue to be due on the following Thursday.

Combine the project quiz questions with the next week's quiz, creating a MONSTER quiz for that week. The end result is 7 quizzes, but 3 of the 7 quizzes would be double quizzes, worth double points.

f Continue doing what you are doing

g None of the above. I will tell you what I think you should do in Q. 14.

Summary of answers:		
Split between delaying the project quizzes to Sat night vs Continue doing what you are doing		
Reduce the number of quizzes to 7	6	16%
Delay the quizzes to Friday night	3	8%
Delay the project quizzes to Saturday night	12	32%
Delay the quizzes to Sunday night	4	11%
Create a MONSTER quiz	0	0%
Continue doing what you are doing	11	30%
None of the above.	1	3%
	<u>37</u>	<u>100%</u>

Q12 1. Should I make the midterm available during one or two days only?

2. Does possible cheating concern you? Yes or No.

If you have additional comments to make, please make them in Q. 14.

Summary of answers:		
Leave the midterm as is. Some concern with cheating. Makes me so sad.		
Midterm One or two days		
Yes	1	3%
No	36	97%
	<u>37</u>	<u>100%</u>
Cheating concern		
Yes	9	24%
No	28	76%
	<u>37</u>	<u>100%</u>

Q13 The whole purpose of the practice final is to review for the final. Would you have preferred to do the C Corporation Operations material in two rather than one week, and eliminate this practice final week, or is this practice final week worthwhile?

a Keep the final review week.

b Get rid of the final review week, and cover the corporate operations material in two weeks.

Summary of answers:		
Keep it	36	97%
Ditch it	1	3%
Not answered	0	0%
	<u>37</u>	<u>100%</u>

What would have to change to make the online experience a good one for you. Do you feel better about online

Q14 education than you did midsemester? Is there anything I can do to make the experience a better one?

(See Q14 tab for the responses.)

Q15 To help future students figure out how much time this class takes relative to a live accounting class, click the statement that applies for you.

a Relative to my live accounting classes, this class took more time.

b Relative to my live accounting classes, this class took about the same time.

c Relative to my live accounting classes, this class took less time.

Summary of answers:		
Most students spent more time in this class than a live class.		
More	27	73%
Same	10	27%
Less	0	0%
	<u>37</u>	<u>100%</u>

Q16 1. How many hours per week did you spend on this course on average?

2. Was this more or less than you expected to spend on the course?

Summary of answers:		
The amount of hours varied tremendously, most students spent between 5-20 hours per week, which was more than they expected.		
Hours:		
0-5	1	3%
5-10	21	57%
10-20	13	35%
20+	2	5%
	<u>37</u>	<u>100%</u>
Expectations:		
More	22	59%
Less	4	11%
As expected	8	22%
Didn't ansv	3	8%
	<u>37</u>	<u>100%</u>

Q17 Knowing what you know now, back up to day one. If you could choose to have a live instructor in a classroom or take this class online, which would you choose? Assume that the live classes would be for 3 1/2 hours twice a week. The live classes would be a combination of lecture and active learning. Don't forget you would have to commute to and from the live class.

Summary of answers:		
Almost all students would still choose the online format or have no preference.		
Live instructor in	2	5%
Online class	25	68%
Either format is f	10	27%
	<u>37</u>	<u>100%</u>

You completed the following modules:

(1) Asset Sales (2) Asset Exchanges; (3) C Corporation Operations; (4) Partnership Operations; (5) Partnership Distributions; (6) C Corp Distributions;

How can I make the content modules better? Would you like more or less examples? Were some modules better than

Number of Responses: 34

Response 2

Continual revision and updating! This is tricky stuff but the approach generally works. Keep using the videos and self-tests and Excel files - they work! More? Sure!

Response 3

I liked the excel problems - they let me work everything out and then get "instant gratification" with the answers rather than making me wait or second guess myself. They were also nice to have during quizzes, I could use the formats to work quiz problems.

Response 4

The asset sales and exchanges were good. The Tiwanda problem was helpful for the partnership. The corporation operation of m1, m2 m3 is confusing, maybe examples or self-tests on those would be helpful.

Response 5

The videos and the excel files are very helpful and more couldn't hurt. The hardest part is finding information in the content modules when you are working on a quiz or chatting with group members I found myself remembering examples, but having trouble locating where I read the specific rule/example etc.

Response 6

- Modules you very solid (enough detail but not too cluttered) - Examples were extremely helpful (the more you can give the better) - The video's were very helpful, especially in regards to the projects. - Self-tests were extremely helpful not only for the quizzes, but to gain a better understanding when reading through the modules.

Response 7

I think all around, more examples are always better! I liked the set up in the excel sheets, with the problem on one sheet, the solutions with explanations on the second. Also, either earlier explanations of Dunbar-isms, or links within the words to their definitions.

Response 8

more videos because they help learn

Response 9

I thought you did a very good job with the content modules. I think the only thing that could make them better is if you gave a few more examples and maybe a couple more self-test Q's.

Response 10

One thing that I found when we first, first started was that I did not fully understand how to use the problems/self-tests at the top of the page. It took me a couple pages to realize they were there and to work through them as I read each page. I would maybe suggest having a "crash course" to using the modules pages where you point out these things as a heads up - because they are extremely helpful when you use them correctly!!

Response 11

The first 4 modules were much better than the last 2. It may have been that the material was just easier. More examples are always better.

Response 12

I don't remember exactly which modules it were, but it seemed like you actually had to go to the self-tests or excel problems to get additional information that was not explained in the content modules. One of things that is kind of popping out of my head is something doing with wage contributions in one of the modules where it wasn't explained, but someone in the group showed it in one of the sample problems. I basically used the reading of the content modules to learn.

Response 13

At first glance, the modules are confusing, but I'm not certain what you can do about that. It just took me time to see everything and understand all of the resources you had packed in them. I know examples help me to learn and you seemed to have those, but to have them in the text of the module AND in the self-test/problems is a great combination.

Response 14

I would like the ability to download them as PDF files. I travel often and it would have been nice to be able to refer to the modules without having internet access.

Response 15

I felt like coming from the corporation operation modules to the partnership modules there was a noticeable difference. The corporation operations seemed more detailed and the partnership operations seemed to be more information squeezed into a short period. In addition, the first partnership quiz had alot of questions about where stuff was reported on forms and I felt that the information was not very clear from the modules.

Response 16

More examples are always helpful. They really allow us to get a better feel for this situation, bc tax is very situational.

Response 17

In general, the more examples the better. This isn't to say that you should provide a template for every answer on a quiz or test, but considering the amount of information in this class and how far it is spread out, it would help to provide more complex examples later in the class.

Response 18

More examples. All of the modules were great...wish the video files were in a downloadable format. This class was chalk full of valuable information. Would love to have a permanent record of the files for this class as they are an amazing foundation for tax.

Response 19

More examples that relate to the quiz

Response 20

More discussion about the actual tax forms and how they tie together at the end of it all (in addition to the projects, of course, which were very useful in putting the whole picture together).

Response 21

There should never be less examples.

Response 22

I thought that they worked well. I believe that samples are key, and that increased repetition would help. I also think that a key idea page would work well. Perhaps a page with the essential concepts and definitions.

Response 23

It would be nice to be able to download the powerpoint presentations you use in your videos. Sometimes I just want to see a screen shoot of one slide, and navigating through the videos can take time.

Response 24

I would have liked to see more examples. A lot of the information was factual, but actually seeing how it is applied and works is very helpful. Putting examples in different perspectives using the different rules is helpful, so we can see how to approach an issue.

Response 25

Offer alternative study methods to learn the tax content. Do not only rely on having students fill out an Excel exercise. The logic behind it should be emphasized; use less sound bites; do not excessively mix private interests with tax topics; make sure there is clear reference to literature (latest version of book); if you do want to use your own e-publication, make sure it is presentable, readable and user friendly web layout

Response 26

I think the modules were presented well, easy to follow and review.

Response 27

The modules were pretty good. I was impressed that you did all that. The videos were very helpful. More of it would be great.

Response 28

More examples would be helpful.

Response 29

I believe the information was presented well. I would like an overload of examples.

Response 30

Honestly, I thought the modules were great. You had a ton of info in a fairly small amount of pages. Yet they always seemed complete and if you were not covering something you linked us to more info on the topic somewhere else. No suggestions here.

Response 31

Since there are so many different scenarios, the more examples, the better for us students!

Response 32

Modules were very informative and examples were ample. I found some of the information difficult to find in the content modules when looking back while doing the quizzes. I do not know if this is something you could even add but a search feature would be very helpful, just a thought. I really like the videos and sound files. I found them to be extremely helpful. I found project three to be difficult due to a lack of guidance for some of the forms.

Response 33

I thought they all did a sufficient job in explaining everything in good detail and highlighting the important information. Good job

Response 34

More examples would be great. Sometimes I felt it was difficult to take information from the content module and apply it to the quiz.

Response 35

The class was definitely much more in depth than I thought.

Tell me about your group. What made it a good group or a not so good group? Is there anything I could do to help the group learning process?

Summary of Comments:

Response 2

Our group was pretty good because we had a couple with tax backgrounds to help the others along. It would be painful if nobody was familiar with this material! The only way to help the process is to create a way that each student needs to do the work. Group members could coast through sections by seeing what others post. (Granted, it's still judgment day for the midterm and final.)

Response 3

Our group worked well together (and we were fun!). I liked having 5 people, because we had a "tie-breaker" if we were really split on an answer. I rarely asked questions, but answered tons of them to other group members and I feel like that helped me in the learning process by reinforcing my thought processes and forcing me to actually think about how I got an answer rather than just robotically doing problems.

Response 4

I have a great group. I think everyone in my group either has no work or part-time work, so we have similar schedules. We usually meet in the middle of the week or at night, and we do the quizzes and compare them. So we catch each other's mistakes. We don't have any slackers. Thanks Dunbar for the grouping!

Response 5

We had a good group once everyone was comfortable with each other and the process. If you haven't learned to play nice in a group setting by grad school, I'm not sure there is much else that can be done.

Response 6

Our group was the only group of 4, and I think that might have worked to our advantage. Obviously coordinating times to meet, agreeing on questions, and dividing up responsibility was easier, but I enjoyed working with a smaller group because it forced you to contribute more.

Response 7

I think what really helped our group was our emphasis on helping each other learn, not just finding the right answer and moving on. I think just further emphasizing the point that the groups are to encourage learning and teaching (I think the best way to learn something is to teach it!). My group is what made this class for me, and what got me through it.

Response 8

The group was good because everyone worked hard.

Response 9

I really enjoyed working with my group. We are all not working yet so we were able to meet during the day on a weekday which I liked. In some of my other classes I am in groups with people who work so sometimes it is hard to plan a time when we can all meet. Also, I think our group worked really well together and helped each other learn.

Response 10

I really enjoyed my group! I honestly have no complaints but I think that is because I was put with good people who really cared about the material and cared that we were all getting it. Each person was timely in completing their work and flexible with each other. I had mentioned on the question above that I thought groups of 3 might be better. My experience from other classes is that getting a group as great as mine is not the norm - with less people it might give others less chance to slack off. Overall, I think reducing the number of people might be better for the majority.

Response 11

It was a terrific group because most of the time everyone did the work on time before our scheduled meeting. Mostly everyone contributed. Don't get rid of the peer evaluation. The evaluations make people more likely to contribute.

Response 12

It is tough because you want as many group members as possible because someone is bound to get it right, but at the same time chats can become quite annoying with everyone typing. I think four would be a good group amount in the future. Five was tough at times.

Response 13

Group X was a wonderful, wonderful group. We had a good dynamic and everyone was helpful and considerate. I don't think you should cut back on the group size for the projects because that may lessen the Group Spirit. Because we chatted no less than once each week, that's a real bond, and that bond helped to get me through. Thanks Group Three!!!

Response 14

My group worked well together. There was one member in particular that seemed to have put in less effort than the others. The group participation grade is not significant enough to deter group members from freeloading.

Response 15

problems. Usually there were at least two people who had the same answer and could help the others get to the same answer. Plus having that many people in one group when there was a week when one person wasn't as available or wasn't able to get all of the work done there were still enough people working on the assignment to get it done and have discussion. I thought everyone worked hard and was available to the group. The only frustration came in this last week when people weren't available and one person didn't even bother to finish the quiz. Realizing she will get the quiz grade the rest of us put hours of work into and that our low rating of her this one week won't really affect her grade was somewhat frustrating. Having a means to voice big issues like this would be helpful. It's nice to have the evaluations every week just to assess the level of commitment people brought to the table each week. But for things like a person not even finishing their work or something else "big" it would be nice to be able to express those issues directly.

Response 16

The best part was we all knew each other. With the exception of one anyways. We knew each other's schedules, and how we worked together.

Response 17

I was fortunate in having an excellent group, my experience is probably different than many. Two of my group members had prior experience or an already identified intention to pursue tax as a profession. Overall, my group added greatly to my experience and the extent of my knowledge (hopefully the exam reflects it).

Response 18

This was by far the most amazing group I have ever had. I think we clicked from day one and EVERYONE was responsible and did their share. I learned ALOT during the chat process. I almost felt like I was literally in the room with them. The exchange of thoughts through aim provided me with the understanding I needed for rules that I may have missed, etc.

Response 19

At first the group seemed "cut-throat" to get the participation points, but over time we grew together and became a good group and learned from each other. I think the definition of participation should not be if you're "helping" so much, if you don't understand the material how can you help? If you're making the effort, showing up to the meetings, that should be participation.

Response 20

My group was... difficult. There was one outlier who kept a different schedule and didn't make the class a priority until the very end, which caused problems in getting organized so that everyone could learn. There were also very strong minds in the group which were hard to penetrate at times (though what group setting won't have those issues). I think

Response 21

I didn't like the way most of my group knew each other from outside of the class and talked about non class related things that they could have just talked about in person. I'm not saying there can't be casual conversation, but between work and school and personal life, there isn't a lot of spare time, and having to sit through that sometimes was frustrating.

Response 22

Our group was fantastic. I believe that overall it was a very effective experience. Perhaps it would be a good idea if each student was assigned to "teach" on two of the quizzes. This way, they would work extra hard to be prepared. Alternatively, perhaps make each person responsible for explaining a section of each quiz. For example, if 25 problems and 5 members, make each member review 5 for the group. This way, no one coasts. One last item, in my group XX deserves special recognition for her efforts. She was always there for us. XX and XX were excellent as well.

Response 23

I felt I had one of the best groups during my entire MSA program. I think Dunbar's group selection process (full time, part time, what time of day you do school work) really helped. What made my group good was the helpfulness of all group members. We really functioned well as a team, not just individuals.

Response 24

My group was good - I found that the discussions for the quizzes were hard to follow only because everyone is talking at once and it was very confusing and hard to follow. I'm not sure of a way around this though when we have to get through 30 questions in a few hours..

Response 25

they were eager to work on tax accounting topics they were available and on time for meetings they had their work well prepared ahead of time they exchanged reasoning they were keen to do further research on topics that could not immediately answered they did not waste time on non tax related topics

Response 26

We all worked well together and were understanding of personal and work commitments. We seemed to have a good group dynamic, so however you decided the groups worked for us :)

Response 27

I enjoyed my group. We had our ups and downs but mostly ups. I wish the monkey was more helpful but, other than that, I can't complain.

Response 28

I had a good group. I think the main difficulty with groups is schedules.

Response 29

Our group was great. There was the serious one who was hard to convince, and there was the funny one who kept humor in the air. We worked great together! I preferred the N people group than the N people. It was easier to handle the conversation that went back and forth.

Response 30

We had an excellent group where everyone participated.

Response 31

It worked great having another mother in the group. A not so good part was that one of my group members was super duper busy ALL OF THE TIME. So, her input was sorely missed. You (Dunbar) made yourself available at ALL HOURS and I appreciate your dedication and perseverance.

Response 32

we had a great group!!! XX and XX were critical to my success. The other two, XX and XX were also helpful at times but I felt that XX and XX were both dedicated to their success and mine. I hope they felt the same of me. XX did a fantastic job on one of the project. I messed up a ton of pieces and it was helpful to see her's when I was done to get me back on track. Learned alot. It was very helpful working with people with similar schedules. I could only meet after 8:30 pm so the night owl group was great for me!

Response 33

I felt that our group worked VERY well together. We all had different strengths and weaknesses, so not one person was always right all the time. We also had very similar schedules so meeting was usually not a problem. I actually looked forward to meeting with my group! However, I felt we had a group member that was "free-riding" quite a bit. I feel that being busy with work EVERY week isn't really an excuse, since we all have a lot going on. Being able to grade participation every week made instances like this fair to a point. However, the person still got a lot of credit for most projects and quizzes they didn't really help out with, which was frustrating for me. Submitting everyone's own project for projects 2 and 3 might help out with this a little bit. This is all a part of working in groups I suppose! But OVERALL, my group was great!!!! I think the way you form groups with the survey in the beginning of the semester is ideal, and you put us on the right track when we are off.

Response 34

It was nice working in a group with people in the same firm. This made getting in touch very easy. Overall everyone in the group put in a lot of effort, I was pleased with how our quizzes and projects worked.

Response 35

I liked the enthusiasm of my group. Everyone was involved and everyone offered to help if need be. I think working in groups is an efficient way to learn the material because you don't have to rely solely on the professor for information.

Response 36

our group worked well because we work together and communication came easy. We did have one individual who we didn't work with that really didn't participate as much as we would have liked him too. Overall our group was great.

Response 37

good dynamics, everyone was willing to help each other to understand the concept behind each and every question that we go over.

What would have to change to make the online experience a good one for you. Do you feel better about online education than you did midsemester? Is there anything I can do to make the experience a better

Summary of Results:

Response 2

Not sure. Overall, this class was fantastic. It's a lot of material to cover, but that's life! The project/quiz weeks are tough, but not impossible with time management. Crunch weeks are also part of life! I think you said the exams come from a database so how easy is that to cheat from? No idea. I just take the exam and wait for the result!

Response 3

"for-real", I guess I'm a "nerd"). As far as q11, although the projects and quizzes did take a good bit of time, I had no issues dealing with them - it's called time management (and I'm taking 5 classes!) q12 - there are several days within the week that I could not have devoted the proper time to prepare or take the midterm, and I'm sure the varying schedules of students would make it extremely difficult to give the midterm the attention it needs. As far as cheating goes, it would never occur to me to cheat (although I know it happens, I just don't understand it!) If I'm going to pay 18,000 for my masters degree, I want to learn what I'm paying for! q13. Although I haven't taken the final yet, I think the review week is helpful for me. I attempted the quiz like I was taking the exam, timing myself and trying to see where I need to focus additional attention.

Response 4

I like that the exams are available for a week, this way it meets everyone's needs, not everyone can take the exam on the same day, plus the exam questions are from a bank, so, I think the questions are different which reduces the chance of cheating. The week's when there's a quiz and a project, it's stressful. Maybe you could have some parts of prior year's projects available for students to view, so it's less stressful, especially the IRS forms, there's not much of guidance or have a video explaining what should go into which forms. Especially the last project that has too many worksheets that need to be done.

Response 5

I had trouble playing the real media sound files, maybe they can be released in mp3 or another, more common, audio format? Also perhaps a better table of content for the modules so specific examples/rules are easier to find. Or maybe on the page that lists all the excel documents for the module more descriptions of what each example covers. (This week I know there was a problem where a builder contributed services for a partnership interest, but I don't remember where I saw it, for example).

Response 6

1) Allowing a week for the final, I feel, is appropriate. A huge advantage of this MSA program is the flexibility and ability for people to work or study for the CPA exam simultaneous to taking classes. Maybe not allow A WHOLE WEEK but atleast three or four days is definitely a positive. 2) The final week is very nice, especially in preping for the final and having a general idea of what to expect. 3) In regards to question 15, it is obviously subjective question. People who struggling with grasping the ideas of tax are going to need to invest significantly more time in understand and retaining the material. Compared to other MSA classes, I needed to invest a much more time.

Response 7

I think the quizzes on project weeks, though stressful, were good. I'm very glad though that they were not a full quiz, but rather a shortened one. Also, I think the review week is a very good idea. I don't think any of the MSA courses are as in depth and cover such a great amount of technical material, so a week to review it before a comprehensive exam is a must!

Response 8

not sure

Response 9

Back to q 12 I know that with online courses professors are concerned that students may cheat, but I think you should keep the exams open for a week. The students in this program have such different schedules so I think if it is open for only one day then that could be a problem for many students. For example I am taking another part of the CPA exam next week when we are taking the final in this class and by having the exam available for a couple days it gives me the option to take the final after I take the CPA exam. If I had to take both on the same day I would be really overwhelmed. Overall, I think you have done a really good job with the way you organized this course, so I dont think much needs to be changed.

Response 10

I really can't say anything negative about this online experience. I thought I learned a lot and your class was set up so smoothly. Granted, it was hard to learn some of the material off the computer without a teacher standing in front of you doing out the problem - but the excel documents and your availability through AIM, email and the board made this a non-issues. Thank you so much for such a positive class experience!

Response 11

Perhaps, if you are able to, slightly decrease the amount of material covered. It's the end of the semester and my brain feels fried and now I still have the final to study for and complete.

Response 12

On question 12, I really have no concerns about cheating as most people see this as a banking book to take the CPA exam. As far as I am concerned if you cheat your way through this class, you are going to have to study that much more for the CPA exam since you didn't bother to learn it the first time around. I found being able to take the midterm on my own time whenever, was a great thing. One thing I did notice about my group was three of my group members seemed to work together and got along quite well. Always kept me wondering if that affected how they rated our group each week. I am all for people getting into groups with people they feel comfortable with, as it is the best way to learn.

Response 13

I think you do an incredible job of covering a lot of material. Between the problems, exercises, self-test, videos, etc. you provide different methods for learning. Plus your involvement and caring for us is without comparison (in the good way). I learned a lot from the chats too. Those are perhaps the most difficult aspect - trying to explain and follow - but still a very helpful learning experience. I'm so glad I'm nearly done - but also so glad to have had this opportunity. Thanks Dunbar!

Response 14

nothing

Response 15

This was the best online class I have had yet with regards to the amount of communication I have had with the professor and my classmates. The only complaint I would have would be with the work load. I don't know if I could have handled another class with this class when working full time.

Response 16

Nothing. Amy's class is better than any other online class because of the format and her being accessible a lot.

Response 17

I think this was probably the best class in the MSA program. Not to take anything away from the other classes or professors, but the content was far more interactive (which is necessary to this course) and more difficult. The difficulty level is a pro and a con. I would expect "master" level classes to be more like this, but it doesn't mean I don't appreciate something a bit easier from time to time. I have no changes to recommend.

Response 18

would like more videos, lectures. This way it would simulate more of a live class. WOULD love a book of this material. I would pay for a spiral bound, anything to have this material in a readable format. The online concept is great, but real material like tax...you can't digest by reading online. You need paper versions that you can highlight, underline, circle, write notes in margins to be able to fully comprehend what you are looking at. Rather than spending time, printing, hole punching and placing into binders, I would rather buy the spiral bound ready to go. Plus would be a great study aid for the CPA exam. This was a great course!

Response 19

feel, and the sad truth is that some people will sacrifice that for personal gain. Normally, I would merely continue to hold myself higher than that without saying anything (despite the poor mark I myself earned on the same assessment), yet in a course which is as demanding as this one, yet where it is possible for group members to ride the others' coattails through quizzes, projects, and even exams alike, I think that it is even more inappropriate for this behavior to occur. I don't know if it is possible for instructors to view the time a student took a timed assessment and therefore have the capability to compare them with their classmates, but something needs to be done so that everyone learns (there is a reason this class is required). On that note, however, I like that the final can be taken at any point during an extended time frame, as we are all on such different schedules and things do come up (illness, professional work, computer problems, etc.). Overall, though, this is by far the most intense and comprehensive course I have taken in the MSA and I greatly greatly enjoyed the challenge and the opportunity to learn.

Response 20

that you ask and answer questions you should get full credit. If someone asked a question on every single one instead of answering any, I would still consider that participating. The only reason to give someone less than a 5 is if they are not doing the work and just using your answers for themselves. That being said, I was very disappointed halfway through the semester to learn that I had been getting less than 5's despite the fact that I had done every single one of those problems on my own. I have a hard time understanding a system where my grade is reduced because someone has some ridiculously high standard for what constitutes full participation. Other students made this class out to be worse than it is (this is in regards to my answer for #16). I thought this class was going to be so much work and then it turned out to be a very reasonable amount of work for such a complicated class. I thought Larry Gramling's class had way more work than this one did. I think the amount of work you have us do is perfect. It is a class with difficult concepts and the format, examples, and easy access to you and Trimper made it "easy".

Response 21

Dumb as far as cheating goes, I do not know of anyone that has done this in any of my Econ classes. I wouldn't worry about it. I would think that you would most likely be able to discern if cheating happens. For example, I got a 72 on the midterm. If I get a 98 on the final, it should raise an eyebrow (I wouldn't worry about that too much). I will do my best, but I can't imagine that would happen. Personally, I think that your course is excellent and should be changed very little. It may however be a good idea to recommend to folks that it would probably be best not to have too many classes when doing the class.

Response 22

I felt this class was very fair. While it was a lot of work, I really felt I was learning useful material, not just wasting my time. I did have some computer issues, but that is because I am using an older laptop.

Response 23

Some of the content modules were hard to follow - it was hard to go back to find just what I was looking for... If there was a more readable format, or printable format I think it would be helpful.

Response 24

Response 25

One of the biggest problem I had was the scheduling of project 3. I had the project, the quiz that goes with the project, another class report AND this was during a busy week at work. I believe other classmates had a similar situation. I started on Saturday and never had the chance to stop until the Thursday it was due. If you could work on the quizzes and project to be not due on the same day, it probably would have been easier to concentrate on one or

Response 26

With regards to question 12, cheating on the midterm/final never crossed my mind. I know my schedule this semester was very tight and having only a one or two day window would never have worked for me.

Response 27

Nothing. It took a while to get used to the module at the beginning, but after that, everything was fine.

Response 28

that people often take on-line programs because they are supposed to be asynchronous and allow them to do the work at varied times and days as opposed to being in class on Tuesday at 8:00 A.M. Cheating may happen, but I have not seen evidence of it in my five classes to date. If you only allow one day and for some reason someone is traveling that day, it would take away from the asynchronous nature of the course. The other great part of this course is the audio and video components, which other courses do not have. I teach on-line myself, and we are required to prepare an audio lecture (along with PowerPoint slides) for the students. It is a lot more work, but the evaluations affirm that it is worthwhile to the students. Working through the examples in the video was very helpful.

Response 29

I'm very methodical when I work with tax. Therefore, time constraints are a HUGE problem for me. I fared well on the CPA exam and passed all parts, but suck at timed midterms and finals. I know that I need to trust what I've learned to make it a better online experience for me.

Response 30

#12 comment: I think if people are going to cheat they really only hurt themselves. We are all adults who pay for this class, if someone is going to cheat, I think they only cheat themselves. Why make life harder on the honest ones for the not so honest few. Having the whole week to take the midterm took a ton of pressure and stress off me.

Response 31

and quizzes are tough, but because the project week quizzes have a lot to do with the accompanying project, they are useful to fully understand the project. Especially since they are shorter than the others, I really didn't think they were that bad. Cheating on the midterm is a concern for me, but I'm sure you as a professor can tell if group members have similar answers and similar access and submission times. There is always a way to cheat, regardless of the time window available to take the exam, so I think you should leave it open for the week window and just have the students be on the honor system. Maybe you can address how you can catch cheating a bit more in the following semesters if you have found it to be a problem.

Response 32

Videos in every class.

Response 33

I thought this class did the best job in incorporating the teachers comments through videos and modules than any other class. This class was the best online experience I have had.

Response 34

I thought the experience was great. It is alot of material however when you have group members who are willing to help and a teacher more than giving of her time the experience can not be described as anything less than great.

Response 35

Less Quiz questions!!