

Accounting 7222
Louisiana State University
Seminar in Auditing
Fall 2008

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COURSE MATERIALS

- Beasley, Buckless, Glover and Prawitt, *Auditing Cases*. Third Edition, Prentice Hall, 2006
- Handouts (as distributed or announced in class)
- Basic auditing textbook for reference

COURSE DESCRIPTION

Seminar in Auditing is a graduate readings, discussion and service-learning seminar designed to provide you with a framework for thinking about contemporary auditing issues and current developments in auditing services. You will integrate the knowledge acquired in your undergraduate auditing principles course with that from other courses, readings from current academic and professional literature, and case studies to form and communicate judgments about complex audit issues. Additionally, you will partner with a local not-for-profit agency to both learn and apply this knowledge in a service-learning environment.

The course is designed not only to enhance your understanding of the auditor's role in the current financial reporting environment but also to provide hands-on experience in exercising professional judgment, applying audit procedures, using auditing resources, and recognizing and resolving professional and ethical dilemmas.

COURSE OBJECTIVES

The objectives of the Seminar in Auditing are to:

1. learn to find and use auditing resources commonly used in practice,
2. practice forming professional judgments
3. practice communicating professional judgments effectively in writing and verbally,
4. understand the auditing environment, its challenges, and your role in dealing with those challenges,
5. understand corporate governance and the economic and regulatory environment as it relates to financial reporting and auditing, and
6. develop your ability to function effectively as part of a team, and
7. recognize, consider and respond to ethical and professional issues in auditing.

COURSE ADMINISTRATION

Americans with Disabilities Act: If you have special needs as addressed by the Americans with Disabilities Act and require any test or course materials provided in an alternative format, notify me immediately. Reasonable efforts will be made to accommodate your needs.

Academic Dishonesty: Academic honesty is fundamental to the activities and principles of a university. *Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.* The Student Handbook provides examples of academic dishonesty at [http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Code+of+Conduct?OpenDocument#5.1](http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument#5.1). I strongly suggest you read these as I will take appropriate action for all cases of suspected academic dishonesty.

EVALUATION

Activity	Points
Class presentations	50
Service-learning experience	
Engagement plan	30
Working paper documentation	30
Report to service-learning partner	30
Oral reflection	30
Written reflection	<u>30</u>
Midterm exam	100
Final exam	100
Total	400

Class Presentations: Class presentations of assigned topics/cases will be made by two-person teams. Each team must not only present the topic assigned, but *add perspective, criticism, and additional information beyond the assigned reading*. The team must *engage* the class in serious, thoughtful discussions of the salient issues. Both team members must participate in the presentation and respond to questions. Each team will also provide a study outline or summary of the assigned topic to each member of the class and to me.

Service-Learning Experience: The class, divided into teams, will partner with local not-for-profit organizations (the client-partners) throughout the semester to perform agreed-upon procedures engagements. You will have the option of choosing, in teams, a client-partner from a pre-approved list. This engagement will allow you the opportunity to research the relevant professional guidance, assess client-partner needs, apply the professional guidance, and report results to your service-learning partner. In this service-learning experience, you will not only meet specific needs of the client-partner but will receive reciprocal benefits in the form of learning and meeting the course objectives. Written reflections will include keeping a journal of your impressions, thoughts and concerns about the agreed-upon procedures engagement itself, your client-partner, your preparedness, and the value of the engagement both to you and to the client-partner. The journal must contain a minimum of one entry per week of at least one full page, typed and double-spaced. Oral reflection will include frequent class discussion led by the instructor and a graded presentation. The presentation should be suitable in content, form, length and manner for end use by the client-partner.

Examinations: The midterm and final examinations will consist of essay questions. Make-up examinations will be given only when approved in advance and may differ substantially from regularly scheduled examinations.