

Course number:	ACCT 4200	Instructor:	Jeff Barnes, CPA, MAcc, (1986) Rank: Associate Professor (1996) Tenure: Earned (1993) Post-tenure Review (2005)
Course title:	Tax Research and Advanced Topics	Office:	Room BU 327, Business Building
Credit hours:	3 undergraduate semester hours	Telephone:	435-586-5406 (off.) 435-586-5493 (fax)
Prerequisites:	Advanced standing or approved minor in the department.	Fees:	\$11, for technology.
Term:	Spring 2007	Email:	Barnes@suu.edu
Meeting time:	11:00 to 11:50 am MWF	Home page:	Access via http://www.suu.edu
Location:	Business Building, BU 207	Office hours:	Posted on door.

COURSE DESCRIPTION

This text and case-based course hones the students' computerized tax research skills dealing with a wide variety of income tax issues. Areas of additional learning cover the ethics, standards, and laws of tax practice, the historical development of tax law, tax research methodology, and understanding the significance of constitutional/legislative, administrative, and judicial tax law.

LEARNING OBJECTIVES

A listing of learning objectives and specific outcomes for this course appears below: To accomplish the objectives, this course is designed to promote "active learning" through group assignments, feedback, and performance on assignments, quizzes, and exams. Kaizen (continuous improvement) is expected. Complete the reading assignments and attempt the homework problems before attending class, come to all classes, be on time, participate in class discussions, and stay for the entire class. You will demonstrate your understanding on papers, presentations, quizzes, and exams. Use the feedback from these experiences to improve your understanding of the topics in this course. Please note that the VITA service/learning experience will provide experience for virtually all the learning objectives listed below.

<i>University core abilities</i>	<i>Outcomes/competencies</i>	<i>Assessment</i>
1. Communication	Complete oral and written assignments.	Rubrics for communication assignments.
2. Quantitative literacy	Solve and discuss quantitative tax assignments.	Quizzes and exams.
3. Personal and Professional Responsibility	Evaluate, write about, and discuss ethical tax issues.	Performance on ethics assignments.
4. Critical Thinking	Evaluate, write about, and discuss complex tax issues.	Performance on tax research assignments.
5. Diversity/appreciation for differences	Develop team skills by completing group assignments.	Performance on group assignments.
6. Lifelong learning	Use the internet to research and submit assignments.	Performance on assigned tax cases.

<i>School of Business objectives</i>	<i>Outcome/competency</i>	<i>Assessment</i>
7. Effectively use information systems and technologies.	Prepare quantitative assignments on <i>Excel</i> and written assignments on <i>Word</i> . Use an internet web-based sophisticated tax research library and email to complete selected assignments.	Rubrics and grading keys.
8. Write with clarity, and use proper form and organization.	Effectively write tax client memoranda, letters, and analyses.	Rubric for written assignments.
9. Develop effective verbal presentation and communication skills.	Effectively present oral presentation of selected tax law.	Rubric for oral assignments.
10. Understand the ethical roles of business within society.	Complete at least one essay on an ethics tax case study.	Performance on ethics assignment.
11. Perform sufficient qualitative and quantitative skills to perform quality business analyses.	Prepare appropriate spreadsheet solutions in a way that facilitates sensitivity analysis.	Spreadsheet with sensitivity analysis capability.
12. Have a basic knowledge of the principles and dynamic nature and markets.	Demonstrate knowledge and research abilities relating to changing tax law.	Performance on quizzes, exams, and case assignments.
13. Understand the role of government with respect to business and markets.	Describe the influence of AICPA, IRS, and judicial system on tax law and impact on tax consultation advice.	Performance on quizzes, exams, and case assignments.
14. Have a basic knowledge of how to manage the resources of the organization.	Understand the traditional hierarchic structure of the accounting firm tax structure and how AICPA's Tax Practice Standards impact the management of such.	Performance on quizzes and exams.

<i>Course-specific objectives Demonstrate an understanding of</i>	<i>Representative outcome/competency*</i>	<i>Assessment</i>
15. The elements and legal requirements of tax practice.	Demonstrate understanding of who can legally present themselves to the public as a tax law researcher.	Performance on quizzes and exams.
16. The ethics governing tax practice.	Understand the regulations regarding the practice of tax law as described in the IRS's Circular 230, the AICPA's SSTS, Sarbanes-Oxley and other relevant source.	Performance on quizzes and exams
17. The limitations on tax research and practice by CPA's and other non-attorneys.	Understand the difference between the practice of law and allowed tax services by CPAs and attorneys.	Performance on quizzes and exams.
18. The steps of the tax research process.	Perform the appropriate steps in the tax research process.	Performance on quizzes, exams, and tax cases.
19. The primary and secondary sources of the tax law and how to locate them.	Understand how to research the variety of tax information sources.	Performance on quizzes, exams, and tax cases.

20. How statutory tax law is created.	Understand the legislative process required to create new tax law.	Performance on quizzes and exams
21. The administrative sources of the tax law, including the structure and purpose of regulations, revenue procedures, IRS rulings and other pronouncements and how to locate them.	Competently use the CCH web-base tax research library to solve tax case issues.	Performance on quizzes, exams, and tax cases. For tax cases, use appropriate technology, such as MS Word and Excel application platforms.
22. The judicial sources of the tax law, including the nature and jurisdiction of the various tax courts and how to locate and use case law.	Competently use the CCH web-base tax research library to solve tax case issues.	Performance on quizzes, exams, and tax cases. For tax cases, use appropriate technology, such as MS Word and Excel application platforms
23. The structure and use of citators.	Competently use the CCH web-base tax research library to solve tax case issues.	Performance on quizzes, exams, and tax cases.
24. The nature, major features and use of tax services, computerized tax services, tax journals, and tax newsletters.	Competently use the CCH web-base tax research library to solve tax case issues.	Performance on quizzes, exams, and tax cases.
25. The construction of tax memos, correspondence and other end-products of tax research.	Competently draft tax client memos and other appropriate correspondences.	Performance on quizzes, exams, and tax cases. For tax cases, use appropriate technology, such as MS Word and Excel application platforms.
26. The nature of tax planning.	Understand the fundamentals of deferral strategies, tax bracket shifting strategies, and tax nature shifting strategies.	Performance on quizzes, exams, and tax cases.
27. The nature of tax penalties and statute of limitations.	Understand the variety of tax penalties and statute of limitations.	Performance on quizzes and exams.

* Each chapter of the textbook has additional learning objectives.

Note: The School of Business has an *Assessment Plan For Learning Objectives*. In addition to classroom performance, assessment is accomplished by performance on the ETS field exam, the CPA exam, and an evaluation of a portfolio of student outcomes by our Advisory Board.

TEXTS

Federal Tax Research, 7th Edition,
 Publisher: Thomson, Southwestern (Required)
 ISBN: 0-324-40025-X

BusinessWeek magazine subscription. (Required, See School of Business Secretary)

Hacker, Diana, *A Writer's Reference, Sixth Edition*, Bedford/St. Martin's
www.bedfordstmartins.com
 ISBN-10: 0-312-45025-7 (Recommended)

TECHNOLOGY

Professor's SUU network materials. Business Course Network Folder (BCNF). This folder is located on the School of Business' G:drive, accessible from on- or off-campus. The professor's folders of student accessible files are located under the student's accessible logical network drives, which contains the folder "Classes," then "BARNESJ" folders and then the "ACCT 4200" folder. Therein will be numerous folders and files for your benefit. The student will also have access to the "Grade" folder; therein, under your unique student identification number assigned by me, you will be able to track your grade throughout the whole term. This unique number is given you on the first day of class. You may ask me for your unique number if you ever forget it.

A student will be able to communicate, on their resume, beginning- or intermediate- skill level for the following technologies:

MicroSoft	Tax Research	Other
Excel	CCH (Adv.)	WebSearch
Word		Email Attachments
PowerPoint		Groupwise

PROFESSIONAL CONDUCT

The major you have chosen within the School of Business is designed to prepare you to enter into the professional world of business. I consider it my responsibility to take the leadership in creating a classroom environment where optimal learning can take place. In addition, I also believe it is my responsibility to help students develop the social skills that are expected in a professional work atmosphere.

Professional conduct in an academic setting includes attending each class, coming prepared for class, arriving on time, treating others with respect, giving visitors a positive impression, doing your own work, doing high quality work, seeking help when you need it (in appropriate ways), helping others, providing helpful feedback to others, and helping the entire class to grow. Unprofessional behavior includes coming to class late, coming unprepared, copying the work of others, reading the newspaper, scanning the internet, studying in class for another course, finishing assignments for other classes, and bringing children to class. Our expectation is that all of us will be professional.

REQUIRED DISCLOSURES

Disability statement. "Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 205C of the Sharwan Smith Center, or phone (435)865-8022. SSD determines eligibility for and authorizes the provision of services." (*Course Syllabus Policy 6.36, SUU*).

Academic integrity. "Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information and procedures about what constitutes acceptable on-campus behavior." (*Course Syllabus Policy 6.36, SUU*).

Changes to syllabus. "Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor." It is your responsibility to determine changes to the syllabus or assignments announced in your absence. (*Course Syllabus Policy 6.36, SUU*).

Business Week Magazine and database resources. The School of Business has incorporated Business Week into our curriculum. All juniors, seniors and graduate students will get a year’s subscription to Business Week and access to the Business Week on-line databases for \$15.00. Please pay for the subscription in BU 302 by Sept. 1, 2006. Faculty will incorporate Business Week’s resources into upper division and graduate course work, so all students will require a subscription.

GRADING PHILOSOPHY

Classes generally consist of lectures and in-class examples. Students will be required to read and outline each chapter.

Quizzes. The content of quizzes and exams will be similar to the assigned exercises and problems. Quizzes are normally open-outline, during class, and individual effort. Quizzes will be given frequently and will substantively count toward the final grade.

Oral Presentations and Essays. Students will be required give an oral presentation of a substantive tax journal article, approved by the professor. Student will also be required to write some ethics essays.

Research Cases. Students may be given tax research cases which will be counted toward the final grade. The student will be expected to demonstrate the ability to craft the following correspondences as evidence of their research skill: Tax Client Letter (TCL), Tax Client Memoranda (TCM), and Tax Formula Approach Spreadsheets (TFASS).

Exams. Take-home exams allow for a greater learning experience. The other class assignments are sufficiently difficult to create an appropriate grading curve. The student is expected to sign and honesty affidavit and to behave with honesty and integrity. Take-home exams are individual-effort alone. The final exam may be comprehensive and will be given in class.

VITA. Each student will be required to participate in the VITA (Volunteer Income Tax Assistance) program for 3-4 evenings during the semester. Training will be provided the couple weeks of the semester during class hours. 10% of your grade in this course will be based on participation and a 350-500 word reflective essay about this service/learning activity. The essay will be written after April 15th. Hours for service in the evening are from 5:30 pm to 8:30 pm—sometimes you have to stay later to finish up with some patient, long-waiting customers! This service/learning project assists students (yourself included!) and community members to electronically file their tax returns at no cost. I promise you will feel good about yourself for having participated; I know the customers are very grateful.

Below 60%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-82%	83-86%	87-89%	90-92%	93-100%
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

	Quizzes	Oral Presentation & Essays	Research Cases	Exams	VITA	Total
Maximum	20%	10%	20%	40%	10%	100%

For policies regarding incomplete or withdrawal, please refer to the current university catalog.

Teaming: Students can only work in two-person groupings. This form of teaming is precisely the most common approach in the audit context. Also, working in two-person groupings will require greater participation and the least likelihood of “hanging on the coat-tails” of other persons’ efforts.

Clubs and Organizations: An accounting student should be a member of the Professional Accountancy Club (PAC). The activities with the club will better prepare the student for entry into the Accounting Profession. The student will have an opportunity to serve, meet prospective employers, and learn more about the entry-level career opportunities in public accounting, corporate accounting, governmental and not-for-profit accounting, and academe.

ASSIGNMENTS

These problems are only a minimum to test your understanding of the chapter objectives. If you need more repetition of the objective, work more problems. The chapters are designed to give you self-assessments as you cover the material. I encourage you to work together in study groups.

Date	Chpt	Topics, In-class Activities	Spreadsheets, Mini-Cases	Oral Presentation/ Quizzes/Exams	Reading and Chapter Assignments, End of Day Cases
1/8		Orientation CCH Website Login Assignments Library Research for Tax Articles	Review Syllabus Group Organization BCNF	Group Functionality Individual Roles & Tasks	pp. 1-41
1/10	1	Introduction to Tax Practice (Lecture)	Sam Seaman, CPA of JD Clark & Co.	IC Q1	DQ (odd) RC 80, 84
1/12	1	Tax research by CPAs Standards & Circular 230			pp. 344-372 Handout
1/15		Martin Luther King Recess			
1/17		VITA Certification	9 Cases		Link and Learn Website
1/19		VITA Certification	9 Cases		Link and Learn Website
1/22		VITA Certification	9 Cases		Link and Learn Website
1/24		VITA Certification	9 Cases		Link and Learn Website
1/26		VITA Certification	9 Cases		Link and Learn Website
1/29	10	Communicating Research Results (Lecture)		IC Q10	
1/31	10	Moral Courage lecture			pp. 45-74 Ethics Essay #1
2/2	2	Tax Research Methodology (Lecture)	Tax Standards PP Presentation	IC Q2	
2/5	2		CCH Library, Boolean Connectors		
2/7	2	Outline of the Tax Research Process Computerized Tax Research (CCH)	CCH Library, Boolean Connectors, Databases		DQ (odd) RC 71

Date	Chpt	Topics, In-class Activities	Spreadsheets, Mini-Cases	Oral Presentation/ Quizzes/Exams	Reading and Chapter Assignments, End of Day Cases
2/9	2	Understanding facts of tax case, Current Issues		IRC 482, Sham Transactions	Begin searching for tax article. pp. 80-111
2/12	3	Constitutional and Legislative Sources (Lecture) History of US Taxation Constitution and 16 th amendment	Tax Formula Approach	IC Q3	DQ (odd)
2/14	3			TH EXAM 1 (1,2,10)	
2/16	3	Tax Treaties			RC77, 82 pp. 117-141
2/19		President's Day Recess			
2/21	4	Legislative Process/IRS Code			
2/23	4	CCH Software	Case 1 Rucker Projection	IC Q4 Introduction	
2/26	4	Administrative Regulations and Rulings (Lecture)			
2/28	4	Regulations			RC 72 DQ (odd)
3/2	4	Revenue Rulings	Review cash basis Rev. Rulings		
3/5	4	Letter Rulings Personal Ethical Threshold (PET)			RC 83 pp. 146-180 Ethics Essay #2
3/7	5	Judicial Interpretations (Lecture)	Expense or Capitalize (Tax School Lecture)	IC Q5	RC 66
3/9	5	Federal Court System			DQ (odd)
3/12		Spring Break Recess			
3/14		Spring Break Recess			
3/16		Spring Break Recess			
3/19	5	The Internet and Judicial Sources	Case 2 Example Allowable Meal Deductions-- TCM		RC 73
3/21	5	Case Briefs			pp.189-224
3/23		Rucker Case Review Ethics Lecture—Appropriate Ethical			

		Models for Tax Practitioners			
3/26	6	Tax Services and Periodicals (Lecture) Tax Formula Approach Spreadsheet		IC Q6 TH EXAM 2 (3,4,5)	RC 67 DQ (odd)

Date	Chpt	Topics, In-class Activities	Spreadsheets, Mini-Cases	Oral Presentation/ Quizzes/Exams	Reading and Chapter Assignments, End of Day Cases
3/28	6	Tax Periodicals			pp. 228-266
3/30	6	Tax Periodicals			RC 79
4/2	7	Legal Services and Internet Sites (Lecture)		IC Q7	RC 62 pp. 270-298 DQ (odd)
4/4	7	Legal Services and Internet Sites (Lecture)			
4/6		LAB Day	In-class memo assignment.	.	
4/9	8	Citators and Other Finding Devices (Lecture)			
4/11	11	Tax Planning (Lecture)			pp. 376-401 DQ (odd)
4/13	11	Tax Planning (Lecture)			
4/16	11	Tax Planning (Lecture)			
4/18	11	Tax Planning (Lecture)			
4/20		LAB Day	In-class memo assignment.	Rucker Case	
4/23		LAB Day	In-class memo assignment.	Rucker Case	
4/25		LAB Day	In-class memo assignment.	Rucker Case	
4/27		LAB Day	In-class memo assignment.	Rucker Case	
5/1		11:00 to 12:50 pm	11:00 am to 12:50 pm	IC Final (6,7,8,11)	

BCNF ---Business Course Network File

DQ ---Discussion Questions, to be reviewed in class and not required to be submitted by student.

IC ---In class

RC ---Research cases at end of chapter

TCL ---Tax Client Letter

TCM ---Tax Client Memorandum

TFASS ---Tax Formula Approach Spreadsheet model.

**Proper Spreadsheet Design Checklist
2005**

General Considerations:

1. Take some time to determine how to properly design your spreadsheet.
2. Break your spreadsheet down into logical modular components.
3. Make use of spreadsheet templates for repeated-use spreadsheets.
4. Always "save" your spreadsheet with the cursor in a blank cell near the top of each worksheet.

General Design Questions:

1. Are bold type, double-thick lines, varying colors, and shaded areas used appropriately?
2. Is the font style and font size appropriate for the spreadsheet?
3. Are varying font sizes consistent as to size and use--text, access titles, solutions, etc?
4. Does the spreadsheet exemplify the proper use of "white space?"

YES	NO	N/A

Hints:
Arial, Tahoma, or Verdana

Introductory Section:

1. Does the name of the spreadsheet appear in bold and at the top?
2. Does the heading properly identify the following component?
 - a. Name of the entity?
 - b. Name of the spreadsheet?
 - c. Date?
3. Does all the introductory spreadsheet information appear at the top of the form?
4. For repeated-use spreadsheets, can introductory information be housed in the header feature?
5. Is an "Assumptions/Input" area used to minimize necessity of changing spreadsheet items?
6. Is initial create date identified?
7. If spreadsheet is large and complex, is a "Table of Contents" identifying major section worksheet and/or cell locations?
8. Are "logical limit-check" formulas usefule to insure reliable data for input?
9. If instructions are necessary, are they descriptive and complete?

Use through "page set up" sheet a

Main Body:

1. Is logically-related spreadsheet information grouped together?
2. Are access titles, underlines, column headings properly used and justified?
3. Are column widths appropriate?
4. Is the ordering of the spreadsheet information (e.g. data items) consistent with the expected sequence?
5. Are labels/tabs for major spreadsheet/worksheet sections sufficiently described?
6. Are calculation areas that to not need cell input segregated, highlighted, and protected?

Worksheets: Identification, Desc Results, Documentation, and M

Conclusion:

1. Is the spreadsheet worksheet lable designated in footer-center?
2. Is the spreadsheet location and pathway label designated in footer-left?
3. Is the spreadsheet creator's initials (name), version update date, and page number in footer-right?
4. Do all concluding information appear at the bottom of the spreadsheet or other logical area?
5. Does the output appear reasonable?

MEMORANDUM

TO: Professor Jeff Barnes, ACCT 4200
FROM: Jane Doe
DATE: January 15, 2007
RE: Business Ethics

Business ethics should be of great concern for both business owners and employees.

Business ethics can be viewed from the following ethical perspectives: ethical conduct between owners and employees, ethical conduct between owners and vendors. . .

ORAL PRESENTATION FORMAT—PP Presentation

RE: A Suggested Approach to Appropriately Structure an Oral Presentation

Please use this model in constructing your oral presentation. The structure is rather rigid; however, by organizing your presentation in this fashion, you get your point across to the audience in a concise manner and you make a good business impression on your audience--that you are organized, concise, prepared, etc.

HELLO, MY NAME IS:

MY PURPOSE TODAY IS:

(The Introduction)

THE VALUE TO YOU IS:

THE MAJOR POINTS PRESENTED WILL BE:

MAJOR POINTS:

- 1 -
- 2 -
- 3 -

(The Body)

MY PURPOSE HAS BEEN:

THE VALUE TO YOU HAS BEEN:

(The Conclusion)

MY RECOMMENDATIONS ARE:

ORAL PRESENTATION FORMAT—Short Article Presentation

RE: A Suggested Approach to Appropriately Structure an Oral Presentation

Please use this model in constructing your oral presentation. The structure is rather rigid; however, by organizing your presentation in this fashion, you get your point across to the audience in a concise manner and you make a good business impression on your audience--that you are organized, concise, prepared, etc.

HELLO, MY NAME IS:

MY PURPOSE TODAY IS:

Title of the article

Source: Journal or magazine

Date of article

CONTENT:

5 minutes to share substantive overview of article.

Emphasize those concepts you believe worthwhile to share.