



**SEATTLE UNIVERSITY**  
**ACCT 5350 Section 1 Spring 2020**  
**Advanced Taxation II**

**Instructor:** Kathryn Troxel, CPA, MST

**Email:** [ktroxel@seattleu.edu](mailto:ktroxel@seattleu.edu) (*regularly check & response to email*)

**Virtual Office Hours:** By ZOOM or Skype by appointment, available Tuesdays, Wednesdays and Thursdays to schedule time to talk between 9am-3pm and Monday evenings 5:30pm-8:30pm.

**Classroom:** ZOOM to your assigned group time slot.

### Purpose

- 1) **Identify** items of taxable income, deduction from tax and exclusions that are permitted for Corporations, Partnerships, and S Corporations.
- 2) **Develop intuition and understanding** of U.S. Federal and State tax law that will permit you to make a well-founded decision concerning the most likely tax consequence of a business transaction.
- 3) **Gain Research Skills.** Demonstrate understanding of tax research in peer presentations, client letter, on the tax forms and summarized briefings of U.S. Court Case rulings.
- 4) **Confidently Complete** a Corporate Tax Form 1120 plus schedules and statements and understand book to tax differences in the Financial Statements via Form 10-K.

### Textbook Required

*“Corporations, Partnerships, Estates & Trusts”* by James Young, Annette Nellen, William Hoffman Jr., William Raabe, and David Maloney. Publisher: Cengage, Southern Western Federal Taxation Year: 2020. Student Edition ISBN: 978-0-357-10920-5

### Other Tools

RIA Checkpoint and IRS Code Section 2019 updated

### Using Retrieval Practice in this course:

Retrieval practice is about recalling concepts, facts or events from memory.

- The key is to use testing as a *tool* to retrieve learning from memory:
- As you learn something, pause & ask yourself what you’ve learned and how they relate to what you know. Instead of rereading materials, use quizzes (self-testing) to retrieve knowledge and skill from memory. Set aside time to quiz yourself regularly on past and new materials on a topic you wish to master.
- Remember to check your answers and so you can correct your mistakes.
- There will be 8 Recall Quizzes posted on Canvas for practice and 7 of the recalls are graded.

### Instructional Method for Online Learning

We’ll be starting out with a mix of what are called “synchronous” and “asynchronous” learning. Synchronous means we’ll all be together in our Groups at the same time, and we’ll be doing that using Zoom. I’ve designed some asynchronous activities to reinforce and supplement what we do over Zoom, such as recall practice quizzes, assignments, tax research, independent study and completing a tax return Form 1120.

**I will regularly ask for your feedback on how the class format is working for you. Expect there to be a few changes as the quarter progresses; in any changes, I will be putting your learning first.**

## Website

**Canvas** for lecture slide videos, other professor videos and content videos or recordings, class online discussions, assignments posted and quizzes, and quiz solutions as well as posting grades and any additional online resources.

## Grading Policy

- Statement of assessment methods (retrieval practice thru exams, quizzes, presentations, assignments as proof you have master the subject matter)
- Late Assignments and Make-up Assignments are not allowed and not an option.
- Grading policy, including the weight attached to any exercises, assignments or class participation in determining final grades.

<b>Assignment</b>	<b>Points</b>
Weekly Recall Retrieval Quizzes (5 points each)...7 total due on Wednesdays	35 points
3 Independent Tax Assignment Projects submitted (5 points each)	15 points
2 Independent Presentations, Tax Court Case & Financial Statements Summary (5 points)	10 points
1 Team Partner Project, Tax Return Fed Form 1120 and Client Letter	10 points
Retrieval Exam B (final) 40 multiple choice questions +4 simulation questions	20 points
3 Surveys on Canvas (1 point each)	3 points
Participation/Discussion on Canvas and in the Live Online Zoom meeting	7 points
<b>Total</b>	100 points

## Students with Disabilities

Accommodations for Students with Disabilities: If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged and I am happy to help.

Email: [DS@seattleu.edu](mailto:DS@seattleu.edu)

## Academic Integrity

As a Jesuit institution committed to cura personalis—the care and education of the whole person—Seattle University has an obligation to embody and foster the values of honesty and integrity. Seattle University upholds the standards of honesty and integrity from all members of the academic community and important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty or fraud will be addressed according to the Academic Integrity Policy.

To read the most up-to-date version of the Academic Integrity Policy, visit the [Academic Policies](#) list on the Redhawk Service Center website. <https://www.seattleu.edu/academic-integrity/resources-for-students/>

## Plagiarism

Intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.

- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.
- A student who cheats on Exam/Quiz/or Assignment, Paper/Letter, that student will receive a zero.

## Attendance and Participation Expectations

Numerous research studies have shown that when students actively ask and answer questions, they take greater interest in the material, they clarify shared misconceptions, and they retain more information. I would like to see all of you actively participating in the learning process during lecture/discussion. At a minimum, active participation requires regular and attentive class attendance ZOOM meetings online.

I will not take formal daily attendance, but if you are regularly absent or if you regularly appear to be inattentive in class, it will concern me so I will contact you.

I reserve the right to “cold call” students who are not participating on Zoom online discussions. My intent is not to embarrass you; rather it is to help you get involved in the discussion where all of us can benefit from your comments.

### **Detailed Class Schedule Spring 2020 April 6<sup>th</sup> -June 10<sup>th</sup>.\***

*\* Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.*

*Due: Recall Knowledge Checks Due Tuesdays by midnight during: weeks: 2, 3, 4, 5, 6, 7, & 8*

**Week 1** – Introduction to the Course & Overview – Groups Assigned & Businesses

**Week 2** – Tax Research

*Due: April 15<sup>th</sup> Court Case Presentation*

**Week 3** – Intro to Taxation for U.S. Corporations and Operating Rules

*Due: April 22<sup>nd</sup> Assignment 1*

**Week 4** – Corporations: Organization and Capital Structure including E&P

*Due: April 30<sup>th</sup>, Survey #1*

**Week 5** – Corporation Tax Return

*Go over team project and who your partners are.*

**Week 6** – Corporation Taxes on Financial Statements & Book to Tax Differences Multistate Taxation State Taxes

*Due: May 13<sup>th</sup> Assignment 2*

**Week 7** – Pass-through Entities: Partnerships and S Corporations

*Due: May 20<sup>th</sup> Team Partner Project Form 1120*

*Due: May 21<sup>st</sup> Survey #2*

**Week 8** – State & Local Taxes, Multistate Taxation

*Due: May 27<sup>th</sup> Assignment 3*

**Week 9** – Tax Research and Client Tax Presentations

*Due: June 3<sup>rd</sup> Independent Presentation on Tax Summary Footnote to Financial Statements*

*Due: June 4<sup>th</sup>, Survey #3*

**Week 10** – **Finals Exam Week**

*Exam 6pm-8pm Wednesday*

## **We Are In This Together!!**

1. Nobody signed up for this.
  - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
  - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials
2. The humane option is the best option.
  - We are going to prioritize supporting each other as humans
  - We are going to prioritize simple solutions that make sense for the most
  - We are going to prioritize sharing resources and communicating clearly
3. We cannot just do the same thing online.
  - Some intended assignments are no longer possible
  - Some face-to-face class expectations are no longer reasonable
  - Some objectives are no longer valuable
4. We will foster intellectual nourishment, social connection, and personal accommodation.
  - Accessible asynchronous content for diverse access, time zones, and contexts
  - Optional synchronous discussion to learn together and combat isolation
5. We will remain flexible and adjust to the situation.
  - Nobody knows where this is going and what we'll need to adapt.

Everybody needs support and understanding in this unprecedented moment

*from Brandon L. Bayne, PhD, UNC Chapel Hill*

*(<https://twitter.com/brandonbayne/status/1239336664176250880>; interview in The Chronicle of Higher Education at <https://www.chronicle.com/article/Nobody-Signed-Up-for/248298>) (Note item 3 has been adjusted to fit our context):*

*P.S. Please feel free to reach out to me (Kathryn Troxel [ktroxel@seattleu.edu](mailto:ktroxel@seattleu.edu))*

*if you need help or have concerns or are not feeling well. Stay safe and healthy! I care about you •*