

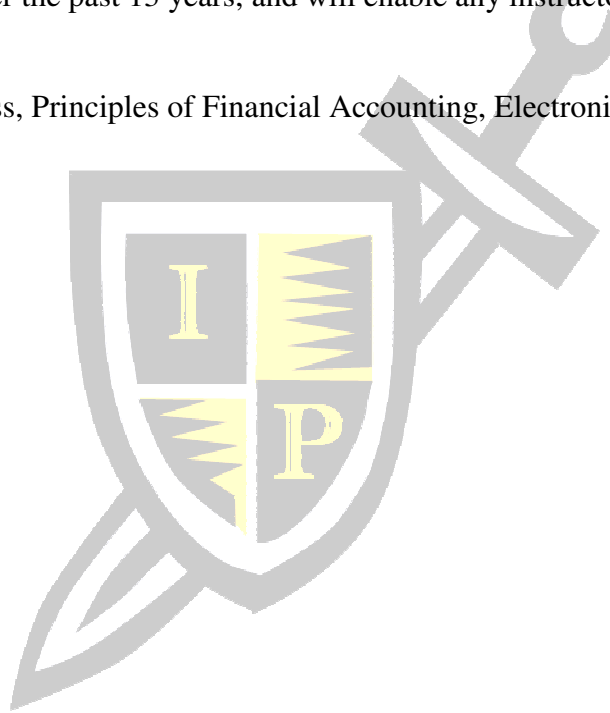
Is your accounting class a flip or flop?

Leslie Weisenfeld, PhD, CMA
Winston-Salem State University

ABSTRACT

The flipped class allows the instructor to put materials online that would normally be provided in the traditional lecture format and frees up class time for hands-on learning activities. This paper provides a broad overview of what is required outside of the class via an electronic platform such as Blackboard (Bb) and what is done during class. The Bb provides students with study materials to be used outside of class (content delivery) and class time is devoted to problem solving activities (hands-on learning). The approach explained in this paper has been utilized, and refined over the past 13 years, and will enable any instructor to flip their accounting class.

Keywords: Flipped Class, Principles of Financial Accounting, Electronic Platform, Millennials, Active Learning



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INTRODUCTION

In recent years there has been a fair amount of research regarding online versus in class formats and the merits of both. The flipped or inverted class can provide the best of both worlds. Flipping your accounting course allows class time to be spent doing hands-on learning activities by moving content delivery outside of the classroom. By providing students with materials online, they can work outside of class mastering the concepts and come to class prepared to solve problems, that is, apply the concepts by doing hands-on learning activities. In the event they cannot come to class they can submit their work online; assuming you provide this option in your class. Thus, there does not have to be a penalty for not being in class, as long as the work is submitted, and only a plus for being in class, thereby encouraging students to do the work necessary for mastery of the subject matter.

WHY SHOULD YOU DO A FLIPPED CLASS

Who are your students and what do they prefer?

The advent of millennials has caused faculty to raise questions about how they need to deliver their classes to engage these students. Millennials were born between 1982 and 2002 (Wilson & Gerber, 2008) and are also referred to as digital natives (Prensky, 2001). Millennials have been characterized as individuals who are involved in 24/7 information connectedness, like group activities (collaborative experiences), and the social aspects of learning (McMahon & Pospisil, 2005). The flipped class is well suited to millennials' preferences since it can be used to promote active learning, teacher-to-student mentoring, and peer-to-peer collaboration (Prensky, 2010). Although faculty often complain that millennials are not focused and/or engaged, Prensky (2010) maintains the problem is that they prefer active to passive learning, and the traditional lecture format class is a passive learning activity. Roehl, Reddy, and Shannon (2013) also note the incorporation of active learning strategies is a must if you want to engage millennials.

Is the flipped format suitable for your class?

Chen, Jones, and Moreland (2013) suggested students in accounting principles classes did better with the online format than those in upper level accounting courses, and concluded upper level courses probably needed a blended format instead of purely online. The blended format is part online and part traditional class which is not the same as a flipped class. A flipped class provides students with information online, to be done prior to class, and class time is used for active learning activities. For example, in an Operations Management class, technology was used outside of class, by students, to do lecture notes, solve examples, and take quizzes, and class time was devoted to more value-added activities, such as, problem solving, collaborative, and real world activities; the researcher also noted student grades were improved by switching from the traditional to the flipped class and students preferred the flipped class (Asef-Vaziri, 2015). The use of the flipped class format would appear to be very appropriate for accounting classes since Roehl et al. (2013) conclude the flipped class is especially suitable for courses where the traditional lecture is basically information dissemination and learning occurs when students apply this information to complete a task.

Is the incorporation of online resources important?

The adoption of various electronic platforms by educational institutions provides both faculty and students with the opportunity for 24/7 information connectedness since content delivery can be provided and received outside the traditional classroom setting. In fact, online resources are a key ingredient of the flipped class because content can be delivered outside of the classroom electronically 24/7 which allows students to learn concepts, complete tasks at their own pace, focus their efforts on their individual needs, and class time can be devoted to hands-on learning activities (Davies, Dean, & Ball, 2013). That is, the flipped format allows faculty to utilize class time to work through problems, advance concepts, engage students in collaborative learning (Tucker, 2012), and promote a deeper understanding of the subject matter (Bergmann & Sams, 2012). An additional benefit of the flipped class is that it allows learning to move forward despite both teacher and student absences due to the incorporation of online resources (Roehl et al., 2013).

BUILDING CONTENT FOR YOUR ELECTRONIC PLATFORM

To deliver a flipped class you and your students will need access to an electronic platform, such as Blackboard (Bb), Moodle, etc., so students have access to the materials outside of class to complete their study/homework assignments prior to class. The Bb can be set up using several different sections that can be accessed depending on what students need. For example, Bb sections can be devoted to Course Information, Course Documents, Assessments, Discussion Board, and External Links (the examples provided in the Appendices are exactly what the students see).

Course Information

The Course Information section is used to provide the syllabus, grade sheet, and other information pertinent to the course, such as, rules and regulations regarding the course and its conduct. The course schedule, from Principles of Financial Accounting, indicates by date, the chapter materials to be studied before class, the in-class exercise (ICE), and quiz (Q) number for that date (Appendix A-2). Providing these details is important so students know what they are expected to do outside of class and what they will be doing during class. Additionally, assigning a fairly high weight (55%) to ICE and Q, in determining final grades (Appendix A-1 Grading Policy and Scales), helps to ensure students understand the importance of these activities and complete them. Also providing students with a grade sheet (excel spreadsheet) that indicates all of the activities for the semester and the points assigned to each activity helps them keep track of their points and see the consequences of not doing ICE and Q.

Course Documents

The Course Documents section contains folders for each chapter (Appendix B, Inside Chapter 1 Folder) being covered during the semester. Each chapter's folder includes separate documents for the chapter skeleton lecture notes (Appendix C, Part of Chapter 1 Skeleton Lecture Notes) and solved examples (Appendix D, Three Solved Examples for Chapter 1 Skeleton Lecture Notes). The chapter folders provide all the information that in a traditional

classroom would be put on the board and they would copy into their notes. To do a flipped class the instructor must move the traditional note taking and solving of examples (content delivery) outside of the classroom, otherwise, there will not be time during class to do the hands-on (learning) activities. The skeleton lecture notes are provided in Word documents and the practice examples in either Word or Excel, depending on the nature of the solved example. This allows the instructor to attach the documents in Bb and cuts down on the amount of time spent revising documents when a new edition of the textbook is adopted.

Assessments

The Assessments section is used to deploy the daily class quiz. The quiz occurs at the end of each class and is timed. The quiz for each class is related to material they were required to do prior to class, something discussed at the beginning of class, and the ICE they did during class. The ten point quizzes ask two to five questions related to the subject matter using an exercise or problem from their textbook (Appendix E, Chapter 1 Quiz). The quiz allows students to determine how well they understand the material for that day and whether or not they need to study it more, on their own time, outside of class using the materials in Bb. Bb grades the quizzes, and the answers and feedback for each quiz are made available once everyone in the class has completed the quiz. While you might think students will object to the daily quiz, they will not once they get used to it and understand the weight of quizzes (27%) in their final grade (Appendix A, Grading Policy and Scales). One semester quizzes were not given at the end of every class period and students indicated they wanted a quiz, at the end of each class, so they could get more points.

Discussion Board

The Discussion Board is used to post information the whole class needs such as check figures for ICE. Since students can submit ICE and take quizzes if they are not in class they like the additional information on the Discussion Board. The Discussion Board can also be used to provide information for the class when you do not want to do a class e-mail, for example, items to be included on a test. The use of the Discussion Board, in this manner, provides a place where all the students can get information without you having to answer the same question repeatedly during class.

External Links

The External Links section is used to provide links to their textbook website and other relevant websites depending on the class. For example, junior and senior level accounting major courses are provided with links to the Financial Accounting Standards Board's Codification Research System, Securities and Exchange Commission, and other sites depending on the course.

OUTSIDE OF CLASS ACTIVITIES

Prior to class students are expected to put additional information in the skeleton lecture notes, based on their needs, solve the required examples, check the solutions in Bb, and continue

with the lecture notes if they solved the examples successfully or go back and start over. The skeleton lecture notes provide a roadmap of what absolutely must be understood from the chapter and examples to solve as they go through the chapter. As they solve each example indicated in the lecture notes they are instructed to check the solution in Bb (Appendix C). In the event they did not get the numbers in the solution they are to go back over the material before moving forward in the lecture notes. The syllabus indicates, for each day, prior to class, how much of the lecture notes and solved examples (study/homework assignments) they are to have completed before class (Appendix A-2).

INSIDE OF CLASS ACTIVITIES

At the beginning of class a mini lecture is given on a subject that was covered in the Bb study/homework assignments and questions are answered. Once students seem comfortable with the material they are told to start work on their ICE (what the ICE is for each day is indicated on the syllabus- Appendix A-2). Students are required to submit their ICE electronically prior to taking the quiz. Each class concludes with a quiz administered through Bb that assesses their mastery of the material covered in the ICE.

Students may work on the ICE individually or in groups not to exceed three people. Sometimes a template is provided for the ICE (Appendix F, Chapter 1 ICE #1 Template) and other times they develop their own document. While the students work on their ICE the instructor can walk around the lab looking at their work and providing guidance (coaching), if they need it. In the event the instructor sees something the whole class is having difficulty with the instructor can stop the class and discuss what the problem is, and then let them go back to work on their ICE. When they complete their ICE they send it as an e-mail attachment through Bb. If there is still time left they may study and/or ask additional questions until the quiz becomes available, usually the last 10-15 minutes of the class.

This process generally works well in a 75 minute class because it allows the instructor to do a 10-15 minute mini lecture, a 45-50 minute ICE, and a 10-15 minute quiz. Completing the process is more difficult to do in a 50 minute class since the ICE would have to be completed in 20-30 minutes and students often may not be able to do this unless the ICE is fairly simple or straightforward; resulting in the quiz having to be done outside of class which students indicated was not satisfactory to them. This method can be used in any class (Principles, junior, and senior level accounting major courses) but is easier if your class is scheduled in a computer lab with a 75 minute time slot.

To ensure students bring a textbook to class, the ICE, quizzes, and tests utilize problems and/or exercises from their textbook (Appendix A-1, Course and Class Policies). During all class room activities (ICE, quizzes, and tests) students are allowed to use their textbook (traditional or e-book) and any materials they can access electronically. In fact, they are encouraged to prepare their own templates which they can access electronically during tests. For example, preparing a template for an Income Statement and Balance Sheet for Test 1 (Appendix G, One Version of Test 1) helps students gain a greater understanding of what accounts go on each statement and the format to be used, and it is a hands-on learning activity that can be done outside the classroom.

Because students are doing everything electronically, and many solutions are available online, it is important to do multiple versions of each test which include changing numbers in the problems or exercises being used for the test. The full class period is used for the test and since

it is essentially open book it is important to make the test long enough to ensure that those who know the material can complete the test in the allotted time and those who do not will run out of time. On the test day students receive a packet that has two copies of the test stapled together, they sign and date the top copy and give it to the instructor, and the bottom copy is their test. Since multiple versions of the test are being used, for each class, the instructor needs to know what version each student is doing. At the end of class they submit the test as an e-mail attachment through Bb just like they do their ICE. Having students submit their ICE and tests in a document that they attach to an e-mail allows the instructor to correct (provide individual feedback), grade, and return these items electronically. That is, no class time is wasted returning and discussing ICE and tests because everyone has their graded document back with corrections and feedback.

DISCUSSION

There is no doubt that doing a flipped class takes more time than a traditional class and requires more advance preparation on the part of faculty. The most time consuming aspect is providing a detailed syllabus that indicates what students are to do for each class period for the semester. Additionally, preparing the study/homework material documents requires a fair amount of time the first time you do it, but having everything in documents will simplify your life when a revised edition of the text book is adopted. For the Course Information and Course Documents sections of Bb documents (Word or Excel) are always prepared that can be attached.

In the Assessments section multiple choice questions are used based on an exercise or problem from their textbook, so doing the quizzes requires a little time but Bb can grade them. You can create forums for whatever information you want to share with your students in the Discussion Board; the more information you put in the Discussion Board the more time it will take. The External Links section is fairly quick to do since you are just providing links to whatever websites you want your students to have access to. The good news is once you have a course set up, Bb allows you to copy that course into a course shell for the next semester, so the second time around the preparation time is significantly less.

While the initial preparation of the flipped class may be more time consuming you will have a better class and your students will not be bored during class, sleeping, or not doing anything because the bulk of class time is devoted to hands-on activities. Students often indicate that the flipped class goes by so fast while other classes drag on forever; the difference is active vs. passive learning. In the past (ten years ago) some students did not like the flipped class format because they were doing everything electronically, today (and in the past five years) students want and like more use of technology. Another concern of faculty may be how students will evaluate them. Don't worry, course evaluations generally are mid-to-high four on a five-point scale and Principles students often ask what other accounting courses are given in the flipped format they can take.

CONCLUSION

The flipped class approach requires changes for both students and faculty. For instance, students must come to class prepared and have a book otherwise they will not be able to do the hand-on activities (ICE, quizzes, and tests). Faculty have to move from the comfort of the controlled lecture format to a more open and less controlled environment where students work

together, ask questions of each other (peer-to-peer collaboration) and the instructor (teacher-to-student mentoring), as they try to complete their ICE. Because students are actively working on problem solving rather than passively taking notes, they ask more questions, and more questions related to trying to gain a deeper understanding of the material related to the problem they are trying to solve.

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APPENDIX A-1

Part of the Syllabus for Principles of Financial Accounting

COURSE AND CLASS POLICIES:

You must bring your textbook to every class meeting. You may not share textbooks as all quizzes and tests will require use of "your" textbook. Text readings and practice activities (Study/Homework Assignments) should be done prior to class according to the course schedule. The Course Documents section of Blackboard (Bb) provides skeleton lecture notes (copy these to your flash drive and add to them) and solutions to practice activities (these materials will greatly improve your study time if used appropriately). Quizzes will be timed and available (Assessments section of Bb) from 9:00-9:10 am on the date indicated in the syllabus. Late quizzes and in-class exercises will NOT be accepted. Make-ups for quizzes, in-class exercises,

and tests will NOT be given. Extra-credit work will NOT be given. All assignments including tests must be e-mailed to me as an attached document (tools section of Bb).

GRADING POLICY AND SCALES:

Deliverables and points are as follows:	<u>Points</u>
.*In-class Exercises (24)	240
*Tests (4)	400
Quizzes (24)	<u>240</u>
Total	880

. May be done in groups not to exceed three people

*May be in a word or excel document (as deemed appropriate by the assignment)

-All assignments will be submitted electronically- paper submissions will NOT be accepted

Final grades will be determined by total points as follows:

A= 792 and above

B= 704-791

C= 616-703

D= 528-615

F= 527 and below

NOTE: In-class exercises and quizzes make up 55% of your FINAL GRADE. It is therefore EXTREMELY important that you come to class prepared so you can participate in these activities in a way that is fruitful.

APPENDIX A-2

COURSE SCHEDULE

Date	Text Chapter	Blackboard (Bb) Study/Homework Assignments (to be done <i>prior to class</i>)	ICE Assignments (<i>e-mail at the end of class</i>)
August 20		Introduction	
25	1	Lecture Notes (LN), PE 1-2A, EX 1-6, EX 1-16, PE 1-4A, EX 1-17, PE 1-5A, PE 1-6A & PR 1-6A NOTE: Bb assignments are to be done <i>prior to class for practice (do not hand-in)</i> - this one is to be done before you come to class on the 25 th	In-Class Exercise (ICE) #1 (PR 1-2A) & Quiz (Q) #1
27	2	LN, EX 2-1, 2-13, 2-6, 2-14, & 2-7	ICE #2 (PR 2-2A part 1) & Q #2
Sept 1	2	LN, EX 2-15, & PR 2-1A	ICE #3 (PR 2-2A)

			parts 2 & 3) & Q #3
3	2	LN, EX 2-18, PR 2-5A, & EX 2-21	ICE # 4 (EX 2-19, 2-20, & 2-22) & Q #4
8	3	LN, PE 3-1A, PE 3-2A, PE 3-3B, & PR 3-3A	ICE #5 (PR 3-1A) & Q #5
10	3	LN, PR 3-4A, & PR 3-5A	ICE #6 (PR 3-2A) & Q #6
15	3	LN, PE 3-8B, PE 3-9A, & PR 3-6A	ICE #7 (EX 3-23 & 3-24) & Q #7
17	4	LN, EX 4-2, EX 4-3 & PE 4-3B	ICE #8 (EX 4-24 & 4-25) & Q #8
22	4	LN, PE 4-4A, PR 4-1A, & PR 4-5A (5 & 8-10)	ICE #9 (PR 4-5B parts 1, 2 and 5) & Q #9
24	4	Review Chapter 4 Materials	ICE #10 (PR 4-5B parts 8-10) & Q #10
29	Test 1 (Chapters 1-4)	Electronic- requires use of textbook and internet	
Oct 1	5	LN, PE 5-1B, EX 5-22, PR 5-6A, & EX 5-2	ICE #11 (PR 5-5A part 1) & Q #11
6	5	LN, PR 5-4A, EX 5-26, & EX 5-29	ICE #12 (PR 5-3A Nov 3-13) & Q #12
8	7	LN, PE 7-1B, EX 7-6, EX 7-8, & CP 7-3	ICE # 13 (CP 7-1 & 7-2) & Q #13
15	7	LN, PE 7-2B, PE 7-3B, EX 7-18a, EX 7-19 & EX 7-24	ICE # 14 (PR 7-3A part 1) & Q #14

Appendix B- Course Documents- Inside Chapter 1 Folder
(only part of solved examples shown here)

Content



Lecture Notes

Attached Files:

-  [chapter 1.doc](#) (28 KB)



PE 1-2A

Attached Files:

-  [PE 1-2A.doc](#) (22.5 KB)



EX 1-6

Attached Files:

-  [EX 1-6.doc](#) (22.5 KB)



EX 1-16

Attached Files:

-  [EX 1-16.doc](#) (23 KB)

Appendix C- Part of Skeleton Lecture Notes

Chapter 1- Introduction to Accounting and Business (Skeleton Lecture Notes- Add to them what you need to)

Types of Businesses (p. 2)

Service (ACC 2316) -

Merchandising (ACC 2316) -

Manufacturing (ACC 2317) -

Accounting Information Provided for Stakeholders (p. 3)

Financial Accounting (ACC 2316) - information provided for *external users* (those outside the company)

Managerial Accounting (ACC 2317) - information provided for *internal users* (those inside the company)

Financial Accounting- GAAP (Generally Accepted Accounting Principles) - p. 6

3 Primary Financial Statements (Exhibit 6 p. 17) - also see inside back cover of textbook for account names, classifications, and financial statements they go on

1. **Balance Sheet** (Assets = Liabilities + Equity) p. 9 and 16-18 (*skip pp.10-14*)

Is your accounting class

Assets (A) -
 Liabilities (L) -
 Equity (E) - also called net assets (A-L)

Stop and do:

PE 1-2A (p. 28) [note this example is shown in Appendix D]

EX 1-6 (p. 32)

EX 1-16 (p. 35)

Check my solutions in Blackboard (Bb) to see if we agree

2. **Income Statement** (Revenues - Expenses = Net Income [NI]) p. 15

Revenues (R) -

Expenses (E) -

Stop and do:

PE 1-4A (p. 29) [note this example is shown in Appendix D]

EX 1-17 (p. 35)

Check my solutions in Blackboard (Bb) to see if we agree

3. **Statement of Cash Flows-** we will do this in Chapter 14 (*skip pp. 18-22*)

Retained Earnings Statement (p. 16) – may or may not be provided in companies' annual reports

Beginning Retained Earnings (RE) + net income (from Income Statement) - dividends

= Ending RE (goes on the Balance Sheet)

Stop and do:

PE 1-5A (p. 29) dividends are \$66000 NOT \$55000 [note this example is shown in Appendix D]

PE 1-6A (p. 30)

Appendix D- Three of the Solved Examples for Chapter 1 Skeleton Lecture Notes (Appendix C)

PE 1-2A

$$A = L + E$$

a.) $942000 = 584000 + E$
 So $E = 358000$ ($942000 - 584000$)

b.) $(942000 + 113000) = (584000 + 44000) + E$
 $1055000 = 628000 + E$
 So $E = 427000$ ($1055000 - 628000$)

PE 1-4A

IS Equation $Rev - Exp = Net\ Income\ or\ Net\ Loss$

Sunset Travel Service
 Income Statement
 For the Year Ended April 30, 2014

Revenues:

Fees Earned		\$ 1673000
-------------	--	------------

Expenses:

Miscellaneous Expense	\$ 34000	
Office Expense	488000	
Wages Expense	<u>660000</u>	<u>1182000</u>
Net Income		<u>\$ 491000</u>

PE 1-5A

RE Equation Beginning RE + NI – Dividends = Ending RE

Sunset Travel Service
Retained Earnings Statement
For the Year Ended April 30, 2014

Retained Earnings, May 1, 2013		\$ 250000
Net income	\$ 491000	
Dividends	<u>(66000)</u>	<u>425000</u>
Retained Earnings, April 30, 2014		<u>\$ 675000</u>

Appendix E- Chapter 1 Quiz #1

Question 1

1. Using the information in PE 1-6B p. 30 total assets was

- a. \$435600
- b. \$385500
- c. \$430900

4 points

Question 2

1. Using the information in PE 1-5B p. 30 ending retained earnings was

- a. \$275000

- b. \$289000

3 points

Question 3

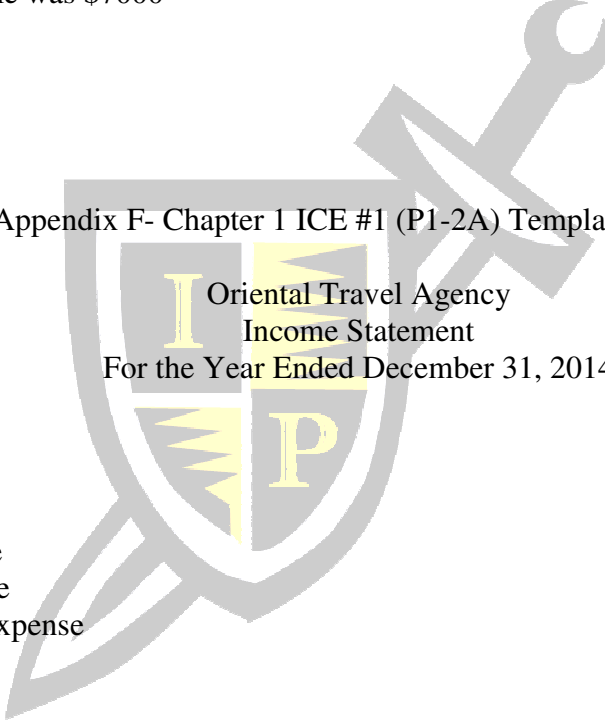
1. Using the information in PE 1-4B on p. 29 answer the following question

- a. net loss was \$7000
- b. net income was \$7000

3 points

1.

Appendix F- Chapter 1 ICE #1 (P1-2A) Template



Oriental Travel Agency
Income Statement
For the Year Ended December 31, 2014

Revenues:	
Fees Earned	
Expenses:	
Rent Expense	
Utilities Expense	
Supplies Expense	
Miscellaneous Expense	
Wages Expense	
Net Income	

2.

Oriental Travel Agency
Retained Earnings Statement
For the Year Ended December 31, 2014

Retained Earnings, January 1, 2014
Net Income
Dividends
Retained Earnings, December 31, 2014

3.

Oriental Travel Agency
Balance Sheet
December 31, 2014

Assets

Current Assets

Cash

Accounts Receivable

Supplies

Total Current Assets

Non-Current Assets

Land

Total Assets

Liabilities

Accounts Payable

Total Liabilities

Stockholders' Equity

Capital Stock

Retained Earnings

Total Stockholders' Equity

Total Liabilities and Stockholders' Equity

Appendix G- One Version of Test 1

ACC 2316 – Test 1

Chapters 1-4

Fall 2015

I agree that I will not receive help from anyone on this test and the document I submit via e-mail (as an e-mail attachment) by 9:15am on 9/29/15 will be the result of my efforts only.

Name _____ Date _____

NO TEST ITEMS SUBMITTED LATE WILL BE ACCEPTED

Chapter 4 Continuing Problem (pp. 207-208) **all parts must be in good (proper) form to receive credit**

Part 2 do the

Income Statement (26 points-20 minutes) - **make the following changes to PS Music's Adjusted Trial Balance on p. 207**

fees earned is \$25000 **NOT** \$21200

miscellaneous expense is \$900 **NOT** \$1855

and

Balance Sheet (40 points-30 minutes) - **make the following changes to PS Music's Adjusted Trial Balance on p. 207**

Dividends is \$5550 **NOT** \$1750
Retained Earnings is \$955 **NOT** 0
Cash is \$9000 **NOT** \$9945
Accounts Payable is \$7350 **NOT** \$8350
Capital Stock is \$8500 **NOT** \$9000
Office equipment is \$7000 **NOT** \$7500
Accounts Receivable is \$6005 **NOT** \$4150

Part 3

Journalize Closing Entries (17 points-12 minutes) you do not have to post

Part 4

Prepare Post-closing Trial balance (17 points-13 minutes)

