



# Financial and Managerial Accounting

*Information  
for Decisions*

Volume 2  
Chapters 12-21

Wild  
Larson  
Chiappetta



# Financial and Managerial Accounting Information for Decisions

Volume 1 Chapters 1–11

Volume 2 Chapters 12–21

**John J. Wild**

University of Wisconsin at Madison

**Kermit D. Larson**

University of Texas at Austin

**Barbara Chiappetta**

Nassau Community College



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To my wife **Gail** and children, **Kimberly, Jonathan, Stephanie, and Trevor.**  
To my wife **Nancy.**  
To my husband **Bob**, my sons **Michael and David**, and my **mother.**



**FINANCIAL AND MANAGERIAL ACCOUNTING: INFORMATION FOR DECISIONS**

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## **CPS** **Classroom Performance System**

### **What is CPS?**

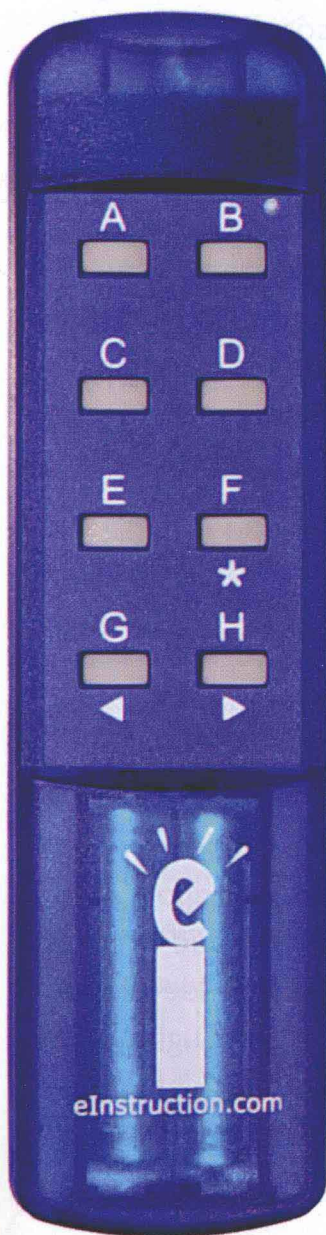
The Classroom Performance System is a revolutionary system that brings ultimate interactivity to the lecture hall or classroom. CPS is a wireless response system that gives you immediate feedback from every student in the class. CPS units include easy-to-use software for creating and delivering questions and assessments to your class. With CPS you can ask subjective and objective questions. Then every student simply responds with their individual, wireless response pad, providing instant results. CPS is the perfect tool for engaging students while gathering important assessment data.

### **Features and Benefits:**

- Better interactivity- Receive instant feedback on what students have learned
- Increased class discussion – anonymous opinion polls can be used to generate debate
- Improved attendance by "alert" students
- Automatically graded testing
- Simple to install, set up and use
- Low cost
- Reliable technical support available



CPS Receiver Unit



### **How do I get CPS?**

Please contact your McGraw-Hill textbook representative. The keypads are ordered by your bookstore and the enrollment codes needed to enroll the keypad in your course are packaged with your student's textbook or available online.



# Financial and Managerial Accounting Information for Decisions

Over the past several years, the financial and managerial accounting book market has evolved. Departmental decisions between user-oriented books and traditional procedural-oriented books have been greatly debated among faculty. While teaching accounting at their respective colleges, John Wild, Kermit Larson, and Barbara Chiappetta engaged in similar discussions, but found several core aspects of these different perspectives that achieved success for advocates of both.

Everyone agreed, firstly, that students could not relate to the traditional examples and dry companies integrated throughout other accounting books. With our authors' passion for bringing the classroom to life by using examples of exciting, new businesses, it was an obvious choice to use such pedagogy throughout this book.

Second, it was clear that students needed exposure to "real world" accounting data, giving them experience in analyzing and interpreting business performance. The authors therefore integrated real world accounting data throughout the book in a non-intimidating manner. They also formed a relationship with Krispy Kreme and bundled its annual report with every book.

Finally, the ability of students to analyze, interpret, and apply accounting information seemed crucial to both users and preparers of accounting information. As a key model, the authors developed the Decision Center, a pedagogical tool integrated throughout the book allowing students to identify where and how business decisions are made and that draw upon accounting information.

*"There is a good balance between accounting from the user perspective and the preparer perspective. [This book] is written by an author who is clearly a classroom teacher."*

— Phillip Stickney, Conchise College



**John J. Wild** is a professor of accounting and the Robert and Monica Beyer Distinguished Professor at the University of Wisconsin at Madison. He previously held appointments at Michigan State University and the University of Manchester in England. He received his BBA, MS, and PhD from the University of Wisconsin.

Professor Wild teaches accounting courses at both the undergraduate and graduate levels. He has received the Mabel W. Chipman Excellence-in-Teaching Award, the departmental Excellence-in-Teaching Award, and the Teaching Excellence Award from the 2003 graduation class at the University of Wisconsin. He also received the Beta Alpha Psi and Roland F. Salmonson Excellence-in Teaching Award from Michigan State University. Professor Wild is a past KPMG Peat Marwick National Fellow and is a recipient of fellowships from the American Accounting Association and the Ernst and Young Foundation.

Professor Wild is an active member of the American Accounting Association and its sections. He has served on several committees of these organizations, including the Outstanding Accounting Educator Award, Wildman Award, National Program Advisory, Publications, and Research Committees. Professor Wild is author of *Fundamental Accounting Principles* and *Financial Statement Analysis*, both published by McGraw-Hill/Irwin. His research appears in *The Accounting Review*, *Journal of Accounting Research*, *Journal of Accounting and Economics*, *Contemporary Accounting Research*, *Journal of Accounting, Auditing and Finance*, *Journal of Accounting and Public Policy*, and other business periodicals. He is past associate editor of *Contemporary Accounting Research* and has served on several editorial boards including *The Accounting Review*.

Professor Wild, his wife, and four children enjoy travel, music, sports, and community activities.

**Kermit D. Larson** is the Arthur Andersen & Co. Alumni Professor of Accounting Emeritus at the University of Texas at Austin. He served as chairman of the University of Texas, Department of Accounting and was visiting professor at Tulane University. His scholarly articles have been published in a variety of journals, including *The Accounting Review*, *Journal of Accountancy*, and *Abacus*. He is the author of several books, including *Financial Accounting* and *Fundamental Accounting Principles*, both published by McGraw-Hill/Irwin.

Professor Larson is a member of the American Accounting Association, the Texas Society of CPAs, and the American Institute of CPAs. His positions with the AAA have included vice president, southwest regional vice president, and chairperson of several committees, including the Committee of Concepts and Standards. He was a member of the committee that planned the first AAA doctoral consortium and served as its director.

Professor Larson served as president of the Richard D. Irwin Foundation. He also served on the Accounting Accreditation Committee and on the Accounting Standards Committee of the AACSB. He was a member of the Constitutional Drafting Committee of the Federation of Schools of Accountancy and a member of the Commission on Professional Accounting Education. He has been an expert witness on cases involving mergers, antitrust litigation, consolidation criteria, franchise taxes, and expropriation of assets by foreign governments. Professor Larson served on the Board of Directors and Executive Committee of Tekcon, Inc., and on the National Accountants Advisory Board of Safe-Guard Business Systems. In his leisure time, he enjoys skiing and is an avid sailor and golfer.

**Barbara Chiappetta** received her BBA in Accountancy and MS in Education from Hofstra University and is a tenured full professor at Nassau Community College. For the past 17 years, she has been an active executive board member of the Teachers of Accounting at Two-Year Colleges (TACTYC), serving 10 years as vice president and as president from 1993 through 1999. As an active member of the American Accounting Association, she has served on the Northeast Regional Steering Committee, chaired the Curriculum Revision Committee of the Two-Year Section, and participated in numerous national committees.

In 1998, Professor Chiappetta was inducted into the American Accounting Association Hall of Fame for the Northeast Region. She received the Nassau Community College dean of instruction's Faculty Distinguished Achievement Award in 1995. Professor Chiappetta was honored with the State University of New York Chancellor's Award for Teaching Excellence in 1997. As a confirmed believer in the benefits of active learning pedagogy, Professor Chiappetta has authored *Student Learning Tools*, an active learning workbook for a first-year accounting course, published by McGraw-Hill/Irwin.

In her leisure time, Professor Chiappetta enjoys tennis and participates on a U.S.T.A. team. She also enjoys the challenge of bridge. Her husband, Robert, is an entrepreneur in the leisure sport industry. She has two sons—Michael, a lawyer, specializing in intellectual property law in New York, and David, a composer, pursuing a career in music for film in Los Angeles.





## Financial and Managerial Accounting , Information for Decisions

The financial and managerial accounting courses are crucial for accounting majors and non-majors alike. They are courses that quickly immerse the student in unfamiliar and challenging new concepts and procedures.

Much of your students' future success in both accounting and business is determined by their experiences in the financial and managerial accounting courses. Will your students struggle with this new material? Or will they understand that accounting is a vital discipline relevant to any career, and use that knowledge to achieve new heights of success in business and in their lives?

*Financial and Managerial Accounting: Information for Decisions* presents accounting concepts as key tools that anyone can learn and successfully use. This textbook supplements that focus with additional attention into three areas: **student engagement, technology, and decision-making**. In sum, *Financial and Managerial Accounting: Information for Decisions* portrays accounting as it truly is – a language of business communication that is crucial to student success.



## New heights in student engagement

Instructors repeatedly raise a common concern: the biggest hurdle they face is getting students interested and motivated in the materials. *Financial and Managerial Accounting* provides solutions. It is more engaging and student-friendly than any competing book, from the book's eye-catching design to its comprehensive and stimulating end-of-chapter material. Each new book includes the actual shareholders' report from Krispy Kreme Doughnuts, which gets real financial data in students' hands. Moreover, engaging chapter-opening vignettes focus on small businesses and entrepreneurs to show how accounting knowledge is a springboard to success.



"[A feature I like best about this book] is the tie-in to real world situations that are done in every chapter throughout the book."

— Jan Mardon, Green River Community College

## New heights in technology

Compare our technology assets against those of any book, and we're confident you'll agree: *Financial and Managerial Accounting's* technology is, hands-down, the best in the market.

- **Carol Yachts General Ledger and Peachtree Complete Accounting**
- **ALEKS for Financial Accounting and ALEKS for the Accounting Cycle**
- **McGraw-Hill's Homework Manager**
- **Topic Tackler**
- **Online Learning Center**
- **Interactive Quizzes**

To learn more about these and other technology enhancements, see page xii.

## New heights in decision-making

*Financial and Managerial Accounting's* Decision Center is a pedagogical tool exclusive to this book. It provides students with a framework enabling them to better understand why and how businesses make strategic decisions with accounting information. Decision icons also make it easy for students to locate relevant material within the chapter, whether a boxed item or end-of-chapter material.

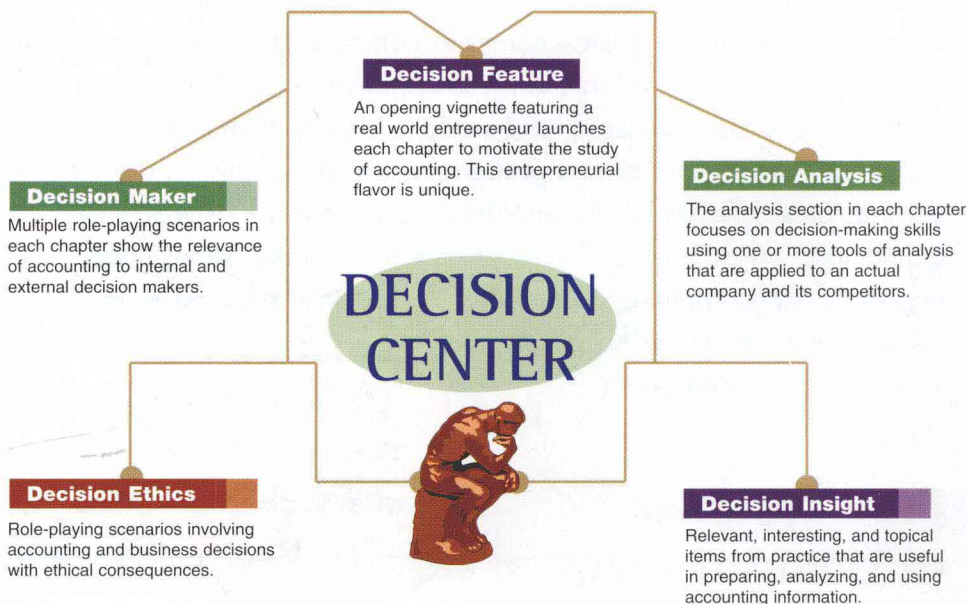
By addressing students in language that speaks to them, by providing your class with market-leading technology support, and by ensuring the textbook package is strong in the areas you rely on most, *Financial and Managerial Accounting: Information for Decisions* helps you **achieve new heights of success** in the classroom—and beyond.



# What are the pedagogical tools for success in learning accounting?

## Decision Center

Whether we prepare, analyze, or apply accounting information, one skill remains essential: decision-making. To help develop good decision-making habits and to illustrate the relevance of accounting, *Financial and Managerial Accounting: Information for Decisions* uses a unique pedagogical framework called the Decision Center. This framework is comprised of a variety of approaches and subject areas, giving students insight into every aspect of business decision-making. Answers to Decision Maker and Decision Ethics boxes are at the end of each chapter.

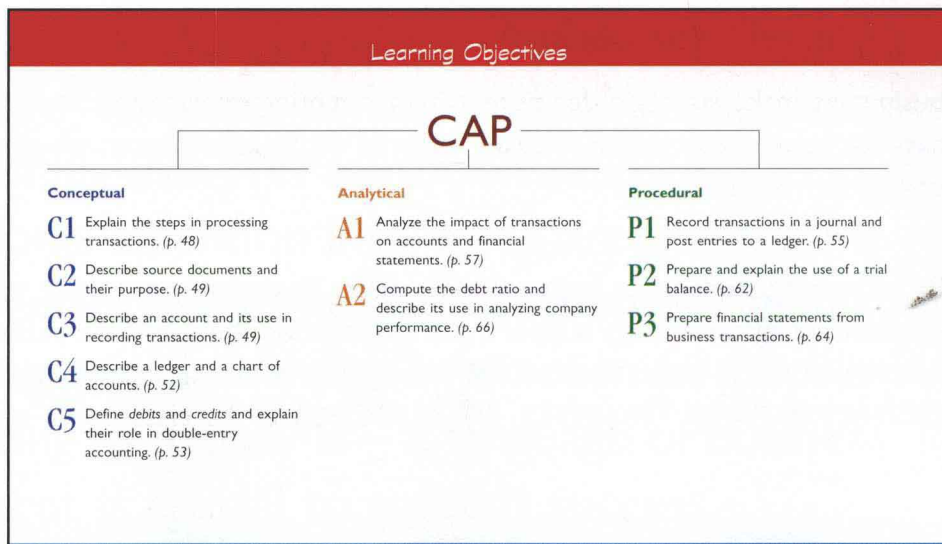


"The Decision sidebars are one of the particular strengths of the text. They help the student stop and think about what he or she has read or can be used by the professor to stimulate discussion when introducing a topic. They are excellent tools!"

— M. Conway, Kingsborough Community College

## CAP Model

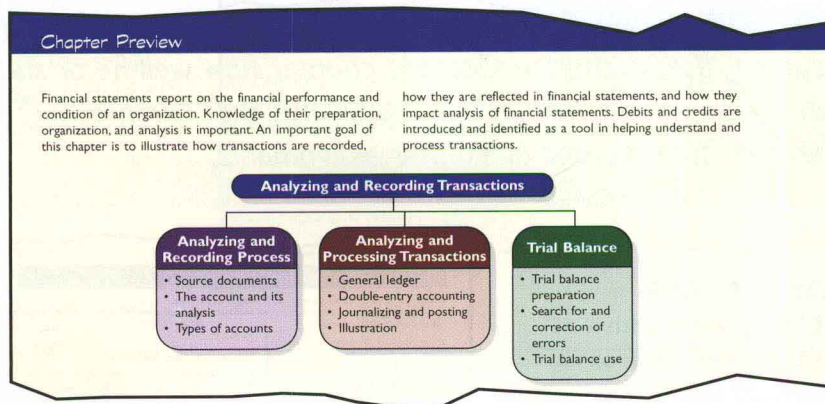
The Conceptual/Analytical/Procedural (CAP) Model allows courses to be specially designed to meet your teaching needs or those of a diverse faculty. This model identifies learning objectives, textual materials, assignments, and test items by C, A, or P. This allows different instructors to teach from the same materials, yet easily customize their courses toward a conceptual, analytical, or procedural approach (or a combination thereof) based on personal preferences.





## Chapter Preview with Flow Chart

This feature provides a handy textual/visual guide at the start of each chapter. Students can now begin their reading with a clear understanding of what they will learn and when, which allows them to stay more focused and organized along the way.



## Quick Check

These short question/answer features reinforce the material immediately preceding them. They allow the reader to pause and reflect on the topics described, then receive immediate feedback before going on to new topics. Answers are provided at the end of each chapter.

**Quick Check**

- What types of transactions increase equity? What types decrease equity?
- Why are accounting systems called *double entry*?
- For each transaction, double-entry accounting requires which of the following: (a) Debits to asset accounts must create credits to liability or equity accounts, (b) a debit to a liability account must create a credit to an asset account, or (c) total debits must equal total credits.
- An owner invests \$15,000 cash along with equipment having a market value of \$23,000 in a company in exchange for common stock. Prepare the necessary journal entry.
- Explain what a compound journal entry is.
- Why are posting reference numbers entered in the journal when entries are posted to ledger accounts?

Answers—p. 72

## FastForward

FastForward is a case that takes students through the Accounting Cycle, chapters 1-3. The FastForward icon is placed in the margin at key points when this case is discussed.

**1. Investment by Owner**

**Transaction:** Chuck Taylor invests \$30,000 cash in FastForward in exchange for common stock. **FAST Forward**

**Analysis:**

Assets		=	Liabilities	+	Equity
Cash					Common Stock
+30,000		=	0	+	30,000

**Double entry:** (1) Cash 101 30,000  
Common Stock 307 30,000

**Statements affected:** BLS and SCF

## Marginal Student Annotations

These annotations provide students with additional hints, tips, and examples to help them more fully understand the concepts and retain what they have learned. The annotations also include notes on global implications of accounting and further examples.

record for each customer, but for now, we and decreases in receivables in a single

written promise of another entity to pay a the holder of the note. A company holds an asset that is recorded in a Note (or

are assets that represent prepayments of expenses are later incurred, the amounts accounts. Common examples of prepaid

**Point:** A college parking fee is a prepaid account from the student's standpoint. At the beginning of the term, it represents an asset that entitles a student to park on or near campus. The benefits of the parking fee expire as the term progresses. At term-end, prepaid parking (asset) equals zero as it has been entirely recorded as parking expense.



# How are chapter concepts reinforced and mastered?

Once a student has finished reading the chapter, how well he or she retains the material can depend greatly on the questions, exercises, and problems that reinforce it. This book leads the way in comprehensive, accurate end-of-chapter assignments.

## Demonstration Problems

Demonstration Problems present both a problem and a complete solution, allowing students to review the entire problem-solving process and achieve success.

### Demonstration Problem

(Note: This problem extends the demonstration problem of Chapter 1.) After several months of planning, Sylvia Workman started a haircutting business called *Workman's Haircuts* on August 1, 2005. The following transactions occurred during its first month:

- On August 1, Workman invested \$3,000 cash for its common stock.
- On August 2, Expressions paid \$600 cash for rent.
- On August 3, Expressions paid \$500 cash for salaries.
- On August 4, it purchased \$1,200 of equipment on credit.
- On August 5, Expressions opened for business.
- On August 15, it provided \$100 of haircuts for cash.
- On August 17, it received a \$100 cash payment from a customer.
- On August 17, it paid \$125 to an assistant.
- Cash received from services provided.
- On August 31, it paid a \$400 installment on the equipment.
- On August 31, it paid \$900 cash for dividends.

### Planning the Solution

- Analyze each transaction and use the debit and credit rules to determine the effect on the accounting equation.
- Post each debit and each credit from journal entries to their respective T-accounts.
- Calculate each account balance and list the accounts with their balances.
- Verify that total debits in the trial balance equal total credits.
- To prepare the income statement, identify revenues and expenses, compute the difference, and label the result as *net income*.
- Use information in the ledger to prepare the statement of retained earnings.
- Use information in the ledger to prepare the balance sheet.
- Calculate the debt ratio by dividing total liabilities by total assets.
- Analyze the future transactions to identify the accounts affected.

### Solution to Demonstration Problem

1. General journal entries:

Date	Account Titles and Explanation	PR	Debit	Credit
Aug 1	Cash	101	3,000	
	Common Stock	307		18,000
2	Furniture	161	600	
	Cash	101		600
3	Rent Expense	640	500	
	Cash	101		500
4	Score Equipment	165	1,200	
	Note Payable	240		1,200

(continued on next page)

## Chapter Summaries

Chapter Summaries provide students with a review organized by learning objectives. Chapter Summaries are a component of the CAP model (see page viii), and they recap each conceptual, analytical, and procedural objective.

**Key Terms** are bolded in the text and repeated at the end of the chapter with page numbers indicating their location. The book also includes a complete Glossary of key terms. Key Terms are also available as online flash cards at the book's Website.

### Key Terms

Key Terms are available at the book's Website for learning and testing in a variety of ways.

Account (p. 49)	Debit (p. 53)
Account balance (p. 53)	Debit ratio (p. 67)
Balance column account (p. 56)	Dividends (p. 51)
Chart of accounts (p. 52)	Double-entry accounting (p. 53)
Common stock (p. 51)	General journal (p. 54)
Compound journal entry (p. 59)	Journal (p. 54)
Credit (p. 53)	Journalizing (p. 54)
Creditors (p. 50)	Ledger (p. 49)

**Quick Study** assignments are short exercises that often focus on one learning objective. All are also included in Homework Manager. There are usually 8-10 Quick Study assignments per chapter.

**Homework Manager** repeats all numerical Quick Study assignments on the book's Website with new numbers each time. It can be used in practice, homework, or exam mode.

Identify the items from the following list that are likely to serve as source documents:

a. Bank statement	d. Trial balance	g. Company revenue account
b. Sales ticket	e. Telephone bill	h. Balance sheet
c. Income statement	f. Invoice from supplier	i. Prepaid insurance

**QUICK STUDY**  
**QS 2-1**  
Identifying source documents  
C2

**Exercises** are one of this book's many strengths and a competitive advantage. There are about 10-15 per chapter and all are included in Homework Manager.

**Homework Manager** repeats all numerical Exercises on the book's Website with new numbers each time. It can be used in practice, homework, or exam mode.

**EXERCISES**

**Exercise 2-1**  
Identifying type and normal balances of accounts  
C3 C5

For each of the following (1) identify the type of account as an asset, liability, equity, revenue, or expense, (2) enter *debit (Dr.)* or *credit (Cr.)* to identify the kind of entry that would increase the account balance, and (3) identify the normal balance of the account.

a. Unearned Revenue	e. Land	i. Cash
b. Accounts Payable	f. Common Stock	j. Equipment
c. Postage Expense	g. Accounts Receivable	k. Fees Earned

## Problem Sets A, B & C

are proven problems that can be assigned as homework or for in-class projects. Problem Set C is available on the book's Website. All problems are coded according to the CAP model (see page viii), and all are included in Homework Manager.

### PROBLEM SET A

**Problem 3-1A**  
Preparing adjusting and subsequent journal entries  
C1 A1 P1

Maja Co. accounts concern:

- The purchase of supplies.
- An adjusting entry for depreciation.

Cost of supplies purchased: \$2,000. Date of purchase: April 1, 2005.

### PROBLEM SET B

**Problem 3-1B**  
Preparing adjusting and subsequent journal entries  
C1

For each of the following (1) identify the type of account as an asset, liability, equity, revenue, or expense, (2) enter *debit (Dr.)* or *credit (Cr.)* to identify the kind of entry that would increase the account balance, and (3) identify the normal balance of the account.

a. Unearned revenues in balance sheet	e. Land	i. Cash
b. Accounts Payable	f. Common Stock	j. Equipment
c. Postage Expense	g. Accounts Receivable	k. Fees Earned

### PROBLEM SET C

Adjusting Accounts and Preparing Financial Statements  
145



**Beyond the Numbers** exercises ask students to use accounting figures and understand their meaning. Students also learn how accounting applies to a variety of business situations. These creative and fun exercises are divided into 10 sections:


- Reporting in Action
- Comparative Analysis
- Ethics Challenge
- Communicating in Practice
- Taking It to The Net
- Teamwork in Action
- Hitting the Road
- Business Week Activity
- Entrepreneurial Decision
- Global Decision

**Serial Problems** use a continuous running case study to illustrate chapter concepts in a familiar context. Serial Problems can be followed continuously from the first chapter or picked up at any later point in the book; enough information is provided to ensure students can get right to work.

**BEYOND THE NUMBERS**

Krispy Kreme's financial statements in Appendix A to answer the following:

**REPORTING IN ACTION**

AI 


Krispy Kreme's business segments.

activities of each of Krispy Kreme's business segments.

annual report for fiscal years ending after February 2, 2003, from its website or the SEC's EDGAR database ([www.sec.gov](http://www.sec.gov)). Has Krispy Kreme provided segment information?

**SERIAL PROBLEM** (This serial problem began in Chapter 1 and other segments were not completed, the serial problem is necessary, that you use the Working Papers that are provided.)

Success Systems P2 P3



The December 31, 2004, adjusted trial balance (October through December of 2004) follows:

No.	Account Title
101	Cash
106	Accounts receivable
126	Computer supplies
128	Prepaid insurance

"I like the Beyond the Numbers because it gives an instructor options. For example, in certain chapters you could assign the Ethics Challenge, or Taking It To The Net. This would give students exposure without overwhelming them."

— Dawn McKinley, William Rainey Harper College

## The End of the Chapter Is Only the Beginning

Our valuable and proven assignments aren't just confined to the book. From problems that require field visits to materials found exclusively online, this book's end-of-chapter material is fully integrated with its technology package.



- Quick Studies, Exercises, and Problems available on Homework Manager (see page xii) are marked with an icon.



- Problems supported by the all-new General Ledger Application Software or Peachtree are marked with an icon.



- The Online Learning Center (OLC) includes more Taking It To The Net exercises, Personal Interactive Quizzes, more Excel template assignments, and Problem Set C



- Problems supported with Microsoft Excel templates are marked with an icon.



- Material that receives additional coverage (slide shows, videos, audio, etc.) in Topic Tackler is marked with an icon.

## Put Away Your Red Pen

We pride ourselves on the accuracy of this book's assignment materials. Independent research reports that instructors and reviewers point to the accuracy of this book's assignment materials as one of its key competitive advantages.

The authors extend a special thanks to accuracy checkers **Marc Giullian**, Montana State University - Bozeman; **Suzanne King**, University of Charleston; **Barbara Schnathorst**, The Write Solution, Inc.; and **Jo Lynne Koehn**, Central Missouri State University.



## How does technology assist students in assessment and learning?

*In teaching and learning accounting, the book itself is only the beginning. Our comprehensive technology package provides ample opportunity for both assessment and reinforcement, while offering valuable practice in learning and using digital tools in the modern accounting and business workplace.*

Goodyear Tires Balance Sheet At January, 28, 2001	
<b>Assets</b>	
Cash	\$ <input type="text"/>
Short-term investments	<input type="text"/>
Accounts receivable	<input type="text"/>
Inventories	<input type="text"/>
Property and equipment	<input type="text"/>
Other assets	<input type="text"/>
<b>Total assets</b>	\$ <input type="text"/>

### McGraw-Hill's Homework Manager

This Web-based study and review aid uses a sophisticated algorithm to generate “look-a-like” versions of this book’s assignment materials. These exercises and problems contain identical or different values (instructor’s choice) to those in the book, allowing students to practice and refine their skills. The algorithm can generate infinite variations of any selected assignments.

Instructors can use Homework Manager to build custom homework assignments, test, or quizzes that can be completed either online or with pencil and paper. Student answers are graded automatically and the results stored in a secure online gradebook. Tests and quizzes prepared from Homework Manager overcome any inconsistencies between the “test bank” and the language and approach in the book – now there is complete consistency!

Homework Manager gives you:

- Textbook quick studies, exercises, and problems in electronic format
- Automatic grading and analysis for instructors (no more collecting homework!)
- Immediate feedback for students and instructors
- Algorithmic-generated quick studies, exercises, and problems
- Instructor course management tools
- 100% consistency in language between test problems and the textbook



Quick Studies, Exercises, and Problems appearing in the book are reproduced in Homework Manager and often are marked with an icon.





## ALEKS® for the Accounting Cycle and ALEKS® for Financial Accounting

Available from McGraw-Hill over the World Wide Web, ALEKS (Assessment and LEarning in Knowledge Spaces) provides precise assessment and individualized instruction in the fundamental skills your students need to succeed in accounting.

ALEKS motivates your students because ALEKS can tell what a student knows, doesn't know, and is most ready to learn next. ALEKS does this using the ALEKS Assessment and Knowledge Space Theory as an artificial intelligence engine to exactly identify a student's knowledge of accounting. When students focus on precisely what they are ready to learn, they build the confidence and learning momentum that fuel success.

To learn more about adding ALEKS to your accounting course, visit [www.business.aleks.com](http://www.business.aleks.com).

**Question #1**

By the end of December, Morris Company has completed work, earning \$2,700. Morris company has neither billed the clients nor recorded any of the revenue.

**Required:**

Journalize the adjusting entry on December 31.

Date	Description	Debit	Credit
Dec. 31	Accounts Receivable	2,700	
	Service Revenue		2,700
	Utilities Expense		
	Utilities Payable		

Clear Undo Help

Next >> I Don't Know



## GradeSummit

The online resource GradeSummit tells your students everything they need to know to study effectively. GradeSummit provides a series of practice tests written to coincide with this book's coverage. Once a student has taken a particular test, GradeSummit returns a detailed results page showing exactly where the student did well and where he or she needs to improve. They can compare their results with those of other classmates, or even with those students using the book nationwide.

With that information, students can plan their studying to focus exclusively on their weak areas, without wasting effort on material they've already mastered. And they can come back to take a retest on those subjects later, comparing their new score with their previous efforts.





## Carol Yacht's General Ledger and Peachtree Complete 2004 CD-ROM

Carol Yacht's General Ledger Software is McGraw-Hill/Irwin's custom-built general ledger package for this book. Carol Yacht's General Ledger can help your students master every aspect of the general ledger, from inputting sales and cash receipts to calculating ratios for analysis and computing inventory valuations.

Carol Yacht's General Ledger allows students to review an entire report, and then double-click on any single transaction to review or edit it. All reports immediately reflect the revised figures. When it comes to learning how an individual transaction impacts financial statements no other approach matches that of Carol Yacht's General Ledger.



Also on Carol Yacht's General Ledger CD, students receive the educational version of Peachtree Complete 2004, along with templates containing data for many of this book's exercises and problems. Familiarity with Peachtree Complete is essential for many students entering the job market, and Carol Yacht's Peachtree templates ensure they get plenty of practice.

Students can use Carol Yacht's General Ledger to solve numerous problems from the book; the data for these problems are already included on the General Ledger CD-ROM. You can even populate the General Ledger with your own custom data for your class.

## Online Learning Center (OLC) with PowerWeb

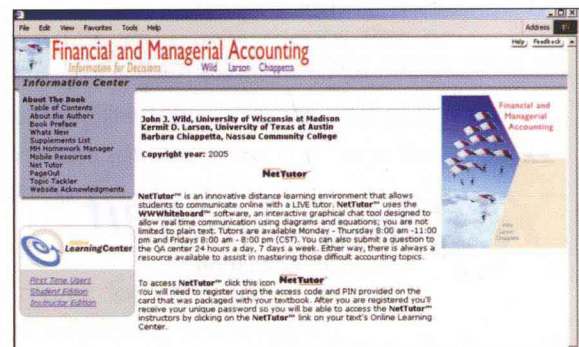
[www.mhhe.com/wild](http://www.mhhe.com/wild)



More students are using online learning aids. That's why we offer an Online Learning Center (OLC) that follows this book chapter by chapter. It doesn't require any building or maintenance on your part; it's ready to go the moment your students type in the address.

As your students study and learn from this book, they can visit the OLC Website and work with a multitude of helpful tools that include:

- Tutorial
- Glossary
- NetTutor
- PowerWeb
- Chapter Objectives
- Chapter Overview
- Text Company Links
- Interactive Quizzes A&B
- Key Term Flashcards
- PowerPoint Presentation
- Additional appendices
- Cogg Hill Practice Set
- Updates
- Mobile Resources
- Audio Narrated PowerPoint
- Excel Template Assignments
- More *Taking It To The Net*
- Problem Set C
- *BusinessWeek* Articles



A secured Instructor Resource Center stores your essential course materials to save you prep time before class. Everything you need to run a lively classroom and an efficient course is included:

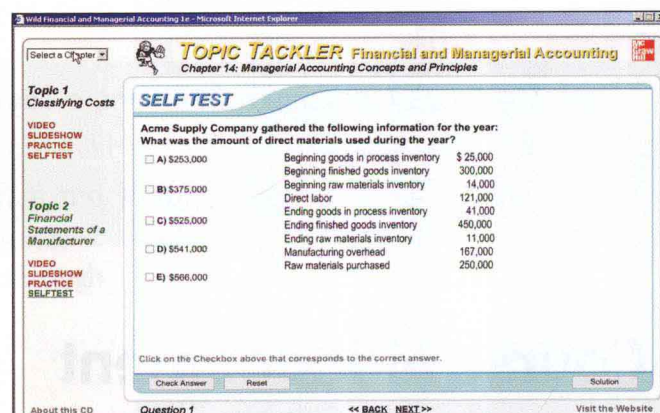
- Sample Syllabi
- Additional chapter materials
- Transition Notes
- Instructor Manual
- Solutions to Excel Template Assignments
- Cogg Hill Solutions Manual
- Updates
- Solutions Manual
- PowerPoint Presentations
- Textbook Company Links
- More *Taking-It To The Net* Solutions
- *BusinessWeek* Articles
- Problem Set C Solutions



## Topic Tackler—FREE with new book

This software is a complete tutorial focusing on those areas in financial and managerial accounting that give students the most trouble. Providing help on at least 2 key topics per chapter, this program delves into the material using the following learning aids:

- Video clips
- PowerPoint slide-shows (many include animations)
- Drag-and-drop, fill-in-the-blank exercises
- Self-test quizzes



This highly engaging presentation will put your students in control of the most fundamental aspects of financial and managerial accounting.



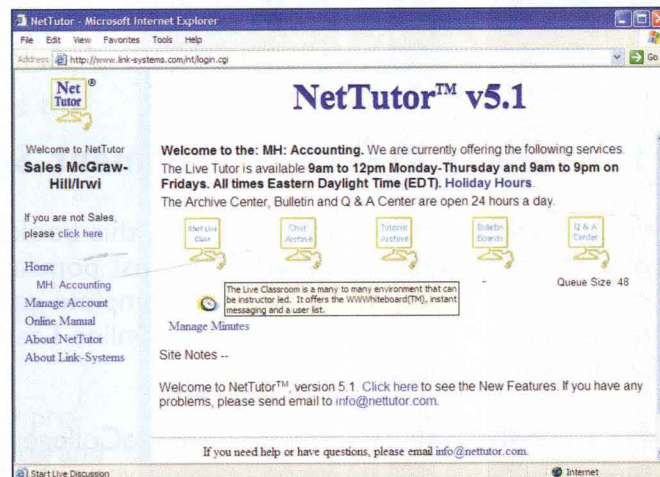
Concepts appearing in this book that receive additional treatment in Topic Tackler are marked with an icon at the appropriate location in the margin of the page.

## NetTutor™

### NetTutor

NetTutor allows tutors and students to communicate with each other in a variety of ways:

- The Live Tutor Center via NetTutor's WWWhiteboard enables a tutor to hold an interactive on-line tutorial with several students, whose questions are placed in a queue and answered sequentially.
- The Q&A Center allows students to submit questions at any time and retrieve answers within 24 hours.
- The Archive Center allows students to browse for answers to previously asked questions. They can also search for questions pertinent to a particular topic. If they encounter an answer they do not understand, they can ask a follow-up question.



Students are issued 5 hours of free NetTutor time when they purchase a new copy of this book. Additional time can be purchased in 5-hour increments.

**PowerWeb** provides high quality, peer-reviewed content including up-to-date articles from leading periodicals and journals, current news, weekly updates with assessment, interactive exercises, Web research guide, study tips, and much more. PowerWeb is free with your adoption of this book.



*In today's learning environment, a computer is as indispensable a tool as a blackboard or an overhead projector. McGraw-Hill/Irwin continues to lead in innovative classroom technology, and this book's teaching tools put it far ahead of any book.*

## Course Management

### PageOut McGraw-Hill's Course Management System



PageOut is the easiest way to create a Website for your accounting course.

There's no need for HTML coding, graphic design, or a thick how-to book. Just fill in a series of boxes with plain English and click on one of our professional designs. In no time, your course is online with a Website that contains your syllabus!

Should you need assistance in preparing your Website, we can help you. Our team of specialists is ready to take your course materials and build a custom Website to your specifications. Simply call a McGraw-Hill/Irwin PageOut specialist to start the process. (For information on how to do this, see "Superior Service" on page xvii.) Best of all, PageOut is free when you adopt this book! To learn more, please visit [www.pageout.net](http://www.pageout.net).

### Third-Party Course Management Systems

For the ambitious instructor, we offer this book's content for complete online courses. To make this possible, we have joined forces with the most popular delivery platforms currently available. These platforms are designed for instructors who want complete control over course content and how it is presented to students. You can customize the book's Online Learning Center content and author your own course materials. It's entirely up to you.

Products like WebCT, Blackboard, and eCollege all expand the reach of your course. Online discussion and message boards will now complement your office hours. Thanks to a sophisticated tracking system, you will know which students need more attention – even if they don't ask for help. That's because online testing scores are recorded and automatically placed in your grade book, and if a student is struggling with course work, a special alert message lets you know.

Remember, this book's content is flexible enough to use with any platform currently available. If your department or school is already using a platform, we can help. For information on McGraw-Hill/Irwin's course management supplements, including Instructor Advantage and Knowledge Gateway, see "Superior Service" on the next page.

