

# Computer Applications: MS Excel for Business

**South Eugene High School  
2017-2018**

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<b>Room:</b>	9 (Computer Center)
<b>IA time:</b>	Ms. Taylor is always available via email (taylor_m@4j.lane.edu) and by appointment.
<b>Credits:</b>	.5 credit, Applied Arts (elective)
<b>College Credits:</b>	Aligns with BT 123 (MS Excel for Business) at LCC for 4 Business credits
<b>Course website:</b>	eugene4j.edmodo.com
<b>Grade updates:</b>	staff.4j.lane.edu/~taylor_m login with last name (username) and student ID number (password)

## Course Description

This course introduces students to the business uses of spreadsheets using Microsoft Excel 2013. The course will analyze questions found in a typical business setting and use the software to evaluate typical business situations. Students will create accurate, professional-looking spreadsheets, reports, and charts.

## Learning Objectives

Upon completion of this course the student will be able to:

- Create accurate, well-labeled business spreadsheets.
- Understand how and when to use functions as a business analysis tool.
- Create well-labeled charts to graphically display data.
- Use logical and financial functions.

## Textbooks and Learning Materials

Title: Benchmark Series Microsoft® Excel® 2013: Levels 1 & 2  
Author: Rutkosky, Seguin, Davidson, Roggenkamp, Rutkosky  
Publisher: Paradigm Education Solutions  
ISBN: 978-0-76385-346-4

We will be using computers with Windows 7, and Office 2013. It is permissible to use other versions of Excel, or other spreadsheet software programs/tools, but it is not advisable since the features required in the activities may not exist in other versions/platforms. Also, it is more difficult to learn when the directions don't match what the student sees on the screen.

## Prerequisite Knowledge and Skills

There is no formal prerequisite for **MS Excel for Business**, but if a student's typing speed is lower than 25 wpm, it is suggested that they take Keyboarding, first. Basic math skills are helpful, as well.

## Teaching Methods Employed

**Differentiated (Individualized) Instruction.** In an attempt to maximize course offerings and learning at SEHS, Ms. Taylor offers all nine (9) computer courses every period she teaches. Seven of these are "College Now" courses (see below). The curriculum for each course is broken into weekly chunks and students are expected to keep their eye on each weekly Due Date. If they are unable to complete the week's work by that date, students are welcome to work during free periods, lunch, and/or to take learning materials home

and work there. Late work is not penalized; the Due Dates exist to ensure that each student will have the greatest chance of successfully completing the course by the end of the term.

If students wish to move more quickly through the material, they are welcome to do so.

**Work revision.** Each assignment/product receives close attention by Ms. Taylor. Scoring is as described in “Grading Policies” below. If a top score was not reached, Ms. Taylor gives specific feedback as to what was missed, and students are invited to learn these additional skills/concepts and re-submit the assignment. By analyzing the questions missed, students can earn the privilege of re-taking quizzes, as well.

**Peer support.** The lab (Room 9) has 40 computers, and classes are generally full. At the start of each term, each student is invited to choose one of the eight course offerings, and they are assigned a computer, usually in proximity with other students taking the same course. Cross-fertilization of ideas and learning is encouraged.

**Online course management.** The “Edmodo” online tool is used to deliver course content. There, students find each assignment – organized by due date – turn in their work, and make comments. Ms. Taylor receives, grades, and comments on each assignment via Edmodo, as well. Overall grades are posted on an almost-daily basis (see above for link).

## **Dual (College Now) Credit**

MS Excel for Business is one of a number of courses for which Ms. Taylor has an articulation agreement with Lane Community College, through the High School Connections/College Now program. When it has become clear that the student is going to succeed in completing the course and earning an A or B, Ms. Taylor guides them through admission as a College Now student at Lane, and, with their “L number” they enroll in the corresponding course and term. At the end of the term, Ms. Taylor inputs grades via LCC, so the student receives college credit on their Lane transcript. The credit is valid at almost every college/university in the U.S.

## **Classroom/Behavioral Expectations**

1. Students are expected to arrive on time. Attendance is reported within the first 10 minutes of class.
2. Students are expected to use their assigned computer and to report any difficulties to Ms. Taylor.
3. Students are expected to ask for help ANY time a direction is not clear or there is any other hindrance to their learning. It is not acceptable to skip over anything that is not understood.
4. Students are expected to work consistently for the duration of the class; when one lesson is finished, the next one should be started. (Likewise, if a course is finished, another is begun!)
5. Games of any kind are not allowed (except as they are being tested by Game Dev students).
6. Students are expected to save ALL work on in their school server (files1) account, instead of the particular computer (hard drive) where they sit and work. This is a much safer place for the files.
7. Students in this class are not allowed to use the Internet for anything other than logging into Edmodo and completing course activities.
8. Students may not have food (including candy) or drink at the computers, except for water in closed containers. They may keep other drinks, in closed containers, at the computer-less tables, and visit them there.
9. Students are expected to check in with Ms. Taylor if they need to leave the room for a short period of time (bathroom, drink, etc.).

10. Students are expected to take breaks when and if they are needed; staring at a monitor for 70 minutes straight is not encouraged. Simple exercises to relieve eyes, wrists, etc. are encouraged.
11. Students may not socialize (talk) during class, other than to help each other understand the computer concepts at hand.
12. Cell phones should not be seen or heard, with the exception of their use with headphones for providing music, if it helps the student work.

## Special Needs

Appropriate modifications and accommodations will be made for students with identified special needs. Identified IEP, 504, and TAG students generally feel at home in this classroom environment, since learning is pursued without comparisons of any sort being made, and distractions are minimized. Each student is encouraged to take the time they need for the activities of this course, which they have elected to take.

## Grading Policies

This course uses the following category weights, to honor the relative importance of various assignment types:

Visual Benchmark Activities	50%
Projects (hands-on lessons)	30%
Quizzes (online)	10%
Final Exam	9%
Start-of-term (syllabus, etc.)	1%

**Quizzes.** Conceptual learning for each lesson is assessed with an online, multiple-choice question quiz. If a score lower than 15 is obtained, students are invited to analyze their errors and earn a quiz re-take.

**Activities.** Since “the proof is in the pudding” – grading emphasis is given to the course activities in which students create spreadsheets and charts with MS Excel. Each lesson guides students in learning new concepts through a series of Projects. After concepts are learned, students have gained enough skill to complete a “Visual Benchmark” project in which they problem-solve on their own. Each assignment has a particular correct result, the production of which indicates mastery of certain features of the program. Ms. Taylor reviews each of these details and assigns a score of 1-4, according to the following rubric. Scores lower than 4 receive specific feedback and an invitation to re-learn and re-submit the product until mastery is gained. Activities not submitted by due dates receive Missing/0; a score which is updated when the work is received. Late work is not penalized, for the length of the trimester.

Level of Mastery	Indicated by	Score given
Complete	Result with 0-1 small error	4
Approaching	Result with 2-4 small errors	3
More work needed	Results with 5 or more errors	2
Much work needed	Wrong assignment submitted	1

