

2 Credit Individualized Graduate Continuing Education for Professional Educators Syllabus

**School of Education
University of St. Thomas
Minneapolis, Minnesota**

Mission Statement School of Education

Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Title: Microsoft Excel 2007, A Video Course

CTED537

Instructor

Jim Ruid

E-Mail: CTR@JimRuid.com

Phone: (763) 439-7007

Snail Mail: Jim Ruid, 5737 Post Rd, Anoka, MN 55303

Web Page: www.jimruid.com

What you will need:

A personal computer with Microsoft Excel loaded.

What is provided in the course kit:

Registration and Evaluation materials.

Article reprints

Training CDs for Excel

What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Anoka, MN 55303)

Registration from each person in your group.

The training CDs

Article reprints

Completed Activities

Return to St. Thomas

Evaluation materials follow direction on form.

Course Description

Educators recognize that technology can create enriched learning environments, and that they can effectively enhance teaching and learning with innovative tools and resources. The tools and resources needed to integrate the technology into the curriculum are found in Microsoft Excel help, the enclosed cd-roms and articles.

This course requires that you have the appropriate software for your operating system. The use of the help screens from within the software is your best resource for just that - help.

Goals and Objectives

Upon completion of the course participants will be able to:

- Navigate toolbars and menus with ease
- Window Components Enter Data, Saving Your Work, Basic Edits, Help Options, Formulas, and Functions, Move Information, Formatting Cells, Cell Height & Width, Print Preview, and Printing.
- Advanced Formatting, Automatic Formatting, Worksheet Options, Insert & Delete, AutoCorrect, Fill Commands, Custom List, Go To, Find & Replace, Spell Checking, Absolute References, Advanced Functions
- Headers & Footers, Arrange Excel Windows, Zoom, Custom Views, Navigation & Selection, Linking, 3D Functions, Range Names, Drawing Tools, Basic Charting, Advanced Charting, Hyperlinks
- Outlining, Sorting, Data Validation, Subtotals, Filtering Data, Pivot Tables, Consolidate, Importing, Add-Ins, Analysis Tools, Paste Special, Analyze Database
- Share Workbooks, Track Changes, Troubleshoot Errors, Protection, Web Documents, Wizard Tools, Changing Options, Style Sheets, Toolbars, Menus, Other Spreadsheets, Smart Tags
- IF Statement, Lookup Statement, Text Functions, Microsoft Equation, Templates, Defaults, Record Modules, Edit Modules, Interactive Modules, Module Functions, Set Print Areas, Insert Comments

Texts/Readings

The required reading/viewing is found in a set of 2 cd-roms and a series of article reprints (enclosed with syllabus):

Thell, R Excel 2007. CD-ROM. Holly Hill, Florida, Studio eWorks Inc. (2007)

Participants will complete the readings and independent activities described below to achieve the course objectives.

Schedule of Readings, Topics, and Assignments

| Reading Material | Packet 1 Topics & Assignments |
|----------------------------|---|
| Read the enclosed articles | <p>Topics: Technology challenges, paradigms, strategies and uses.</p> <p>Assignment 1: Read the four articles then discuss effect of technology in your classroom.</p> <ul style="list-style-type: none"> • The current state of technology; what is working and what is not. • Future plans for technology • How technology impacts student learning. • Is technology worth the cost? <p>Outline your paper and label outline Label the paper Technology. Paper is five pages in length, double spaced, size 12 font and Times New Roman. References are required.</p> |

| Reading Material | Packet 2 Topics & Assignments |
|--|---|
| <p>Watch Excel videos, volume 1 and 2</p> <p>In Microsoft Excel, go to help and Microsoft Excel Help. Type in topic and read articles for each topic listed.</p> | <p>Topics: Window Components, Formulas, Functions, Formatting, Printing, AutoCorrect, Fill, Absolute References, Headers and Footers, Zoom, custom Views, Navigation, Linking, 3D Functions, Ranges Names, Drawing Tools, Charting, Hyperlinks,</p> <p>Assignments 2: Create an Excel Spreadsheet that tracks happenings books fundraising for a student club. You have 20 students that you need to track expenses and revenues for a 9 month period plus one sheet with the totals for the year. You will have 10 sheets in your spreadsheet. Students are allowed to claim expenses such as gas for travel, copies for flyers, cost of books and any discounts they allowed. Cost of the books is \$10.00 and suggested selling price is \$25.00. Students are paid 10% of profits. For the sake of the simplicity, we will assume that the books are good for one year from date of purchase. Students are allowed to discount the books up to \$5.00 for quantity sales. Save this file as Happenings and print a copy of the September and Totals sheets, then print a copy of each showing formulas. You also need to create a form that the students will fill out each month detailing their monthly activity. Save this file as students and print a copy. See Appendix A for an example of what an individual month may look like. You may change anyway you see fit. A hand written copy of your planning sheet is required. The planning sheet should show your column and row titles and any formulas that you will use in the spreadsheet. Use appropriate formatting for all cells.</p> |

| Reading Material | Packet 3 Topics & Assignments |
|--|---|
| <p>Reading(s): Watch Volume 1 and 2</p> <p>In Microsoft Excel, go to help and Microsoft Excel Help. Type in topic and read articles for each topic listed.</p> | <p>Topics: Outlining, Sorting, Data Validation, Subtotals, Filtering Data, Pivot Tables, Consolidate, Importing, Add-Ins, Analysis Tools, Paste special, Analyze Database.</p> <p>Assignment 3: Open a new Excel Spreadsheet. You are going to create a spreadsheet for keeping track of students and requirements for fall sports. Create the table as shown in Appendix B. Use data Validation: to</p> <ul style="list-style-type: none"> • Enter grades (9-12) • Date of birth (Limit dates to 12-31-1985 and 1-1-1991), • Physical (yes or no) • Sport/fees. Use a nested IF Statement to enter Fees once the sport has been entered.) <ul style="list-style-type: none"> ○ Tennis/\$100 ○ Football/\$200 ○ Dance/\$200 ○ Soccer/\$100). <p>Setup error messages if data is entered incorrect. Enter data to complete table. Save table as sports. Print a copy showing data and one showing formulas.</p> <p>Assignment 4 Using the data table created in Assignment 3</p> <ul style="list-style-type: none"> • Use outlining to consolidate the table • Use sorting • Use Subtotals • Use Filtering <p>Make logical decisions about the topics above. Use Prt Scrn button on your keyboard to copy your screen to the clipboard, and then paste that image to a word processor and print a copy. You will need to add columns and data to the table to make some of the functions work. Print three different screens per topic.</p> |

| Reading Material | Packet 4 Topics & Assignments |
|--|---|
| <p>Watch Volume 5</p> <p>In Microsoft Excel, go to help and Microsoft Excel Help. Type in topic and read articles for each topic listed.</p> | <p>Topics: Share Workbooks, Track Changes, Troubleshoot Errors, Protection, Web Documents, Wizard Tools, Changing Options, Style sheets, Toolbars, Menus, Other Spreadsheets, Smart Tags.</p> <p>Assignment 5 Create a form that can be used in your classroom to gather information about your students. Include drop downs, check boxes, formulas and tables. Include a hand written design sheet showing your planning for the form. Use protection on the form. Print two copies, one with data and one with formulas. Add comments as necessary.</p> |

| Reading Material | Packet 5 Topics & Assignments |
|---|--|
| <p>Review Volume 6</p> <p>In Microsoft Excel, go to help and Microsoft Excel Help. Type in topic and read articles for each topic listed.</p> | <p>Topics: If Statement, Lookup Statement, Text Functions, Microsoft Equation, Templates, Defaults, Record Modules, Edit Modules, Interactive modules, Module functions, Set Print Areas Insert Comments.</p> <p>Assignment 6 Contact a local Church, Community Organization, Athletic Group, Activities Group or Non-Profit group and create a spread sheet that will help better organize and track activities Use Seven or more components listed in the goals section. Include Contact name, organization name address and phone.</p> <p>Use attached Rubric</p> |

Assignments and Projects

The following assignments are required for this course:

| Percent of grade | Assignment | Title |
|------------------|-------------------|-------------------|
| 20% | Assignment One: | Technology paper |
| 20% | Assignment Two: | Fundraiser |
| 20% | Assignment Three: | Sports Table |
| 15% | Assignment Four: | Data Manipulation |
| 10% | Assignment Five: | Forms |
| 15% | Assignment Six | Community Project |

Evaluation and Grading

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C = 75-79 points

F = less than 75 points

I = Incomplete Work

American Disabilities Act

Accommodations will be provided for individuals with documented disabilities or special learning needs. Please contact the instructor for accommodations prior to the beginning of the course.

Registration Requirement

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term.

Request for Transcript

Do not request an official transcript from the University of St. Thomas until you receive an official grade report for this course or all courses you are taking in a term. Download an Official Transcript Request Form at www.stthomas.edu/registrar/forms/transcript.htm.

Tax Receipt:

A receipt for tax purposes is not provided by the University of St. Thomas. If you wish to receive a receipt for tax purposes, please request this with your registration confirmation packet.

Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course. Does not apply to courses offered in states other than Minnesota. (See <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>). **Licensure Competencies:**

Key:

Knowledge and understanding of the standard = **K**

Practice in applying the standard = **P**

Assessment/demonstration of attainment of the standard = **A**

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; (K)
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)
- D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K, P, A)
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K, P, A)
- I. monitor and adjust strategies in response to learner feedback; (K, P, A)
- J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K, P, A)
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K, P, A)
- L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)

Knowledge Base

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

References

- Cavanaugh, Cathy, Kara Dawson, and Albert Ritzhaupt. "Statewide Study of 1:1 Computing: The Impact on Teaching and Achievement." Retrieved 17 November 2008.
http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.
- Foulger Teresa S. "Innovative Technologies, Small Groups, and a Wiki:A 21st Century Preservice Experience Founded on Collaboration." Retrieved 17 November 2008.
http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.
- Fraser, Virginia, Joe Garofalo, Nicole Juersivich "The Use of Technology in Facilitating Student Teachers" Lesson Planning Process and Improving Their Quality of Classroom Life." Retrieved 17 November 2008.
http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.
- Hall, Bettie C. Kenneth E. Martin, "Relationships Among Computer Self-Efficacy, Professional Development, Teaching Experience, and Technology Integration of Teachers." Retrieved 17 November 2008.
http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.
- Nguyen Thanh Truc T. "Technology Tango: School Library Media Specialists and Technology Coordinators." Retrieved 17 November 2008.
http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.
- Ray Andrea L. "Changed by Design: Using Instructional Strategies to Influence Teachers' Attitudes." Retrieved 17 November 2008.
http://www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC2008/NECC_2008_Research_Paper_Archive.htm.

**Assignments and Materials are due by June 30th
(This is not a flexible deadline!)**

Microsoft Excel - Book1

File Edit View Insert Format Tools Data Window Help

A1 Appendix A

| | A | B | C | D | E | F | G | H | I | J |
|----|------------|--------|-------------|---------------|-----------|---------|--------------|-----------------|------------|---|
| 1 | Appendix A | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | Expenses | | | | | | | |
| 4 | Student | Travel | Advertising | Cost of Books | Discounts | Revenue | Gross Profit | 10% Student Pmt | Net profit | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |
| 14 | | | | | | | | | | |
| 15 | | | | | | | | | | |
| 16 | | | | | | | | | | |
| 17 | | | | | | | | | | |
| 18 | | | | | | | | | | |
| 19 | | | | | | | | | | |
| 20 | | | | | | | | | | |
| 21 | | | | | | | | | | |
| 22 | | | | | | | | | | |
| 23 | | | | | | | | | | |
| 24 | | | | | | | | | | |
| 25 | | | | | | | | | | |
| 26 | | | | | | | | | | |
| 27 | | | | | | | | | | |
| 28 | | | | | | | | | | |
| 29 | | | | | | | | | | |
| 30 | | | | | | | | | | |
| 31 | | | | | | | | | | |
| 32 | | | | | | | | | | |
| 33 | | | | | | | | | | |
| 34 | | | | | | | | | | |
| 35 | | | | | | | | | | |
| 36 | | | | | | | | | | |
| 37 | | | | | | | | | | |
| 38 | | | | | | | | | | |
| 39 | | | | | | | | | | |
| 40 | | | | | | | | | | |

Ready

Sept / Oct / Nov / Dec / Jan / Feb / Mar / Apr / May / Totals

Microsoft Excel - Sports.xls

File Edit View Insert Format Tools Data Window Help

Σ Arial 10 B I U \$ % ,

L1 fx

| | A | B | C | D | E | F | G | H | I |
|----|-------------------|-------------|-------|-------|-----|----------|-----------|-------|---|
| 1 | Appendix B | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | First | Last | ID# | Grade | DOB | Physical | Fees Owed | Sport | |
| 5 | Mike | Flanagan | 58158 | | | | | | |
| 6 | Brett | Favre | 48597 | | | | | | |
| 7 | Mark | Tauscher | 65981 | | | | | | |
| 8 | Reggie | White | 92541 | | | | | | |
| 9 | Bubba | Franks | 88365 | | | | | | |
| 10 | William | Henderson | 33279 | | | | | | |
| 11 | Aaron | Kampman | 74785 | | | | | | |
| 12 | Kevin | Berry | 71841 | | | | | | |
| 13 | Ahman | Green | 30994 | | | | | | |
| 14 | Donald | Driver | 80644 | | | | | | |
| 15 | Maria | Sharapova | 12457 | | | | | | |
| 16 | Svetlana | Kuznetsova | 87542 | | | | | | |
| 17 | Nadi | Petrova | 89562 | | | | | | |
| 18 | Anatasia | Myskina | 98653 | | | | | | |
| 19 | Elena | Likhovtseva | 74859 | | | | | | |
| 20 | Gisela | Dulko | 47586 | | | | | | |
| 21 | Shahar | Peer | 41526 | | | | | | |
| 22 | Serena | Williams | 14253 | | | | | | |
| 23 | Venus | Williams | 79461 | | | | | | |
| 24 | Mary | Pierce | 97643 | | | | | | |
| 25 | Kim | Clijsters | 74589 | | | | | | |
| 26 | | | | | | | | | |
| 27 | | | | | | | | | |
| 28 | | | | | | | | | |
| 29 | | | | | | | | | |
| 30 | | | | | | | | | |
| 31 | | | | | | | | | |
| 32 | | | | | | | | | |
| 33 | | | | | | | | | |
| 34 | | | | | | | | | |
| 35 | | | | | | | | | |
| 36 | | | | | | | | | |
| 37 | | | | | | | | | |
| 38 | | | | | | | | | |
| 39 | | | | | | | | | |

Ready

Sept / Oct / Nov / Dec / Jan / Feb / Mar / Apr / May / Totals /

Grading Rubric-Packet 2

| Description | Criteria | | | | Student Checklist |
|-----------------------|--------------------------|--------------------------|--------------------------|--|-------------------|
| Tracking 20 Students | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% 20 Student Correctly tracked | |
| Expenses and Revenues | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% Correct totals | |
| 9 Months of activity | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% 9 months correctly tracked | |
| Print September | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% Page formatted correctly | |
| Print Totals | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% Page formatted correctly | |
| Print formulas | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All formulas correct | |
| Column and row titles | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All rows and columns have correct titles, and spelling | |
| Hand written plan | 60-70% Complete | 70-80% Complete | 80-90% Complete | 90-100% Completed | |

Grading Rubric-Packet 3, Assignment 3

| Description | Criteria | | | | Student Checklist |
|-----------------------------------|--------------------------|--------------------------|--------------------------|---|-------------------|
| | 60-70% | 70-80% | 80-90% | 90-100% | |
| Correct Data Validation | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% 0 Errors | |
| All data entered correctly | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% 0 Errors | |
| Physical with yes or no responses | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% 0 Errors | |
| Spelling | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% 0 Errors | |
| Print Spreadsheet | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% Page formatted correctly | |
| Print formulas | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All formulas correct | |
| Column and row titles | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All rows and columns have correct titles, and spelling | |

Grading Rubric-Packet 3, Assignment 4

| Description | Criteria | | | | Student Checklist |
|--------------------|-------------------------|------------------------------|-------------------------------|--------------------------------|-------------------|
| | 0% | 70-80% | 80-90% | 90-100% | |
| Data Consolidation | 0% No screen printed | 70-80% 1 Different screen | 80-90% 2 Different screens | 90-100% 3 Different screens | |
| Sorting | 0% No screen printed | 70-80% 1 Different screen | 80-90% 2 Different screens | 90-100% 3 Different screens | |
| Subtotals | 0% No screen printed | 70-80% 1 Different screen | 80-90% 2 Different screens | 90-100% 3 Different screens | |
| Filtering | 0% No screen printed | 70-80% 1 Different screen | 80-90% 2 Different screens | 90-100% 3 Different screens | |

Grading Rubric-Packet 4

| Description | Criteria | | | | Student Checklist |
|-----------------------|------------------------------|---------------------------|------------------------------|--|-------------------|
| Drop Downs | 60-70% 1-2 Dropdowns | 70-80% 3-4 Dropdowns | 80-90% 5-6 Dropdowns | 90-100% 7-8 Dropdowns | |
| Check Boxes | 60-70% 1-2 Check Boxes | 70-80% 3-4 Check Boxes | 80-90% 5-6 Check Boxes | 90-100% 7-8 Check Boxes | |
| Spelling | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% 0 Errors | |
| Print Spreadsheet | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% Page formatted correctly | |
| Print formulas | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All formulas correct | |
| Column and row titles | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All rows and columns have correct titles, and spelling | |

Grading Rubric-Packet 5

| Description | Criteria | | | | Student Checklist |
|-------------------------|--------------------------|--------------------------|--------------------------|---|-------------------|
| | 60-70% | 70-80% | 80-90% | 90-100% | |
| Spelling and formatting | 5-6 Errors | 3-4 Errors | 1-2 Errors | 0 Errors | |
| Use goals | 1-2 Goals | 3-4 Goals | 5-6 Goals | 7-8 Goals | |
| Contact Information | 0% if not included | | | 90-100% 0 Errors | |
| Print Spreadsheet | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% Page formatted correctly | |
| Print formulas | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All formulas correct | |
| Column and row titles | 60-70% Up to 6 errors | 70-80% Up to 4 errors | 80-90% Up to 2 errors | 90-100% All rows and columns have correct titles, and spelling | |