



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### Skills Class: Excel 1

PUBAFRS 5513

Credit Hours: 1

Summer 2021

Online delivery

**Professor:** Nego Jovanovich

**Zoom Office Hours:** Mondays 4:30 – 5:30 PM, and by appointment

Join Zoom Meeting

<https://osu.zoom.us/j/99422995445?pwd=QTM4Y3RURXRXakxia04zVXkzSkRZdz09>

Meeting ID: 994 2299 5445

Password: 544012

**Email:** [jovanovich.1@osu.edu](mailto:jovanovich.1@osu.edu)

*When contacting me, please use [jovanovich.1@osu.edu](mailto:jovanovich.1@osu.edu). I check this account frequently and respond as promptly as possible. Messages sent through Carmen Canvas substantially delay response time and I will not see a message sent to an @buckeyemail.osu.edu address.*

**Phone Number:** 330-391-9215

### COURSE INFORMATION

**Course Materials** *Optional textbook:* Walkenbach, John (2015). Excel 2016 Bible. Wiley. ISBN: 978-1-119-06751-1.

**NOTE: This book is available electronically from OSU Library.** All other course materials will be provided through Carmen.

Students can access textbook information via the Barnes & Noble bookstore website: <https://ohiostate.bncollege.com> as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

**Course Description** Vast amounts of information are created, manipulated, and analyzed every day. Tools are needed to analyze the information and provide meaningful results, effectively harnessing the power of that information. The most common tool used in the workplace today is Microsoft Excel. Excel is the primary means of performing a number of different tasks such as keeping simple lists, tracking work, performing complex analysis of data and creating reports. It is important to know how to use this tool effectively and understand some of the benefits and challenges of Excel. For instance, while Excel is a powerful program, it is easy to corrupt data and intentionally or unintentionally skew the results. Once the challenges are understood, we can incorporate mitigating controls to minimize risk and increase confidence in the tool.

This course focuses on acquiring basic Microsoft Excel skills from data entry and formatting through nested formulas, chart construction and customization, and the creation and use of PivotTables. All activities are based on the use of

publicly available data to answer real world questions related to public policy problem definition, policy formulation, implementation, or evaluation. By the end of the seven-week course, students will be proficient in the basic Excel skills required to manage, analyze, and present information in a wide variety of practical contexts.

### Student Learning Objectives

1. Gain an understanding of essential functionality of Microsoft Excel
2. Utilize Excel to optimize the formatting, usability, and comprehension of data and reports
  - a. Create formulas comprised of simple and advanced functions to produce calculations, clean and manage text, lookup data, handle error conditions, and provide conditional responses
  - b. Become familiar with the many Excel options for presenting data in charts and graphs
3. Create and Use PivotTable and PivotCharts to summarize and analyze data
4. Understand important limitations of Excel and best practices for ongoing data management and collaboration
5. Practice connecting Excel data management and presentation to real world policy issues
6. Become proficient at recognizing, identifying, and implementing reliable information for future Excel applications.

**Mode of Delivery and Pace of Online Activities** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. This course is divided into weekly modules that are released one week in advance in case it is useful for students to work ahead to accommodate events in their academic, professional, or personal lives. Students are expected to keep pace with weekly coursework and deadlines but may freely schedule their efforts within the seven days that comprise a module week.

**Credit Hours and Work Expectations** This is a one (1) semester credit hour course. According to [Ohio State policy](#), for every one credit hour students should expect around one hour per week of time spent on direct instruction (instructor content and/or Carmen activities, for example) in addition to two hours of outside of classwork (e.g. reading and assignment preparation, homework) to receive a grade of (C) average. For a seven-week one semester-hour course, this means up to an average of six hours per week for an average grade. Please reach out to me if you have any questions about this and what these university requirements will mean for your own schedule.

**Attendance and Participation Requirements** Because this is an online course, attendance is based on your weekly online activity and participation. The following is a summary of expected participation

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
During most weeks, you will probably log in to the course in Carmen many times, but you are expected to log in to the course in Carmen at least once every week. If a situation arises that might cause you to miss an entire week of class, discuss it with me *as soon as possible in advance of the schedule conflict*.
- **Participating in discussion forums: PERIODICALLY (as indicated on Carmen)**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.
- **Office hours and synchronous ("live") Zoom sessions: OPTIONAL**  
All synchronous Zoom events for the course, including my office hours, are optional but students should feel welcome to use them as often as needed throughout the semester.

**Combined Graduate and Undergraduate Sections** Students at all stages of education (e.g. undergraduate, graduate, continuing education) benefit from Excel skills. As such, no distinctions in readings, assignment expectations, or assessments, etc. will be made between these groups. Sections will be combined in one Carmen course and all students will engage with each other to build a learning community and benefit from each other's Excel-related experiences and insights.

**Grading** The course is graded A-E, with the weighted distribution outlined in the course requirements section.

Transformation of a numerical grade to letter grade will be according to the schedule.

A	93-100	B	83-87	C	73-77	D	64-67
A-	90-92	B-	80-82	C-	70-72	E	63 and below
B+	88-89	C+	78-79	D+	68-69		

**Course Requirements and Evaluation** Course grades will be based on three activity categories, Carmen discussions, Excel projects, and an original final project.

	<b>Points</b>
Carmen Discussion Posts (14%)	
○ Individual Introduction	3
○ Cautionary Tales	11
Excel Skills Projects (41%)	
○ Project 1	13
○ Project 2	14
○ Project 3	14
Original Final Project (45%)	
○ Initial Proposal [part 1]	8
○ Data, Research Questions, Analysis Plan [part 2]	12
○ Analysis and Memo [part 3]	25
<b>Total Points</b>	<b>100</b>

**Carmen Discussion Posts** Students will have the opportunity to engage in multiple class discussions during this course, but two will be graded, the individual introduction due when the semester begins and the response to the Excel cautionary tales articles found in Module 1. Details about due dates and response expectations (e.g. length where applicable) can be found in the Carmen assignment along with the scoring rubric. Due dates for each graded activity will be posted on Carmen and are in the Course Schedule on the last page of this syllabus. Because this is a collaborative activity and classmates' ability to participate depends on others, no late assignments will be accepted for discussion posts and responses.

**Excel Projects** Detailed assignment instructions and the scoring rubric will be posted on Carmen well in advance of the due date. Because these are individual skills assessments, students must complete each project individually.

Project 1 will assess formatting and introductory formula and functions skills.

Project 2 will cover nested/advanced formula and functions skills.

Project 3 will assess PivotTables

Students may submit these assignments up to seven days late. One point will be deducted per day late. To maintain fairness in assessment, no late submissions will be accepted for grading after seven days.

**Original Final Project** For this project, students will select a data set, craft one to three questions that will be answered through Excel analysis, construct and execute an analysis plan, and present the results in a succinct memo. To support students, this project is scaffolded, i.e. there are due dates for the initial proposal, analysis plan, and results. These will be indicated on Carmen and can be found in the course schedule on the last page of this syllabus. Students lock in their project plans early in the term, so clear and specific guidance on topic and data selection considerations will be provided on Carmen. The initial proposal and analysis plans may be submitted up to one week (i.e. seven days) late with a one point per day deduction. To maintain fairness when assessing student work, no late submissions will be accepted for grading after seven days. The final analysis and memo cannot be accepted late as they are due at the end of the term. Because this is a summative assessment of individual skills, each student must complete this project individually.

**Emergency grading scheme** Faculty teaching undergraduates in courses that are graded A-E will enter their grades normally. Undergraduate students assigned grades of A through C- will have those posted to their transcripts. D+ and D grades will convert to a mark of PE (emergency pass), E grades will convert to a mark of NP (no pass). For graduate students, grades C+ through D will convert to PE.

PE and NP grades do not count in the calculation of GPA. Students assigned a PE will receive academic credit that counts toward graduation.

**Grade Appeals** Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation via email describing why you believe the assigned grade is inappropriate. **The appeal must be submitted within one (1) week after your work is returned.** Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade. I will carefully consider all grade appeals.

### **Academic Integrity/Academic Misconduct Policy**

From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>: “The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.”

“In the Ohio State University’s [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s [Code of Student Conduct](#) is never considered an “excuse” for academic misconduct.”

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
- Ten Suggestions for Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>
- Eight Cardinal Rules of Academic Integrity: [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

### **Academic Integrity in PUBAFRS 5513**

To get the most out of this skills course, students must complete all assignments and activities individually. Students may discuss Excel skills, strategies, and practices broadly, but may not share solutions to assignments or otherwise collaborate on graded assignments.

### **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.”

## University COVID-19 Accommodations Process

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting <https://ccs.osu.edu/> or calling 614-292- 5766. CCS is located on the 4<sup>th</sup> Floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at <https://suicidepreventionlifeline.org/>. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .

## Accessibility of Course Technology

This online course requires the use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

## FERPA AND Privacy in CarmenZoom

Video and/or audio recordings of class lectures may be part of the course activity. The video and audio recordings are used for educational use/purposes and may be made available to all students presently enrolled in the course.

## Glenn College Diversity Statement

“The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.”

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## COURSE TECHNOLOGY

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Baseline Technical Skills for Online Courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

### Required Technology Skills Specific to this Course

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

### Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

### Required Software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at atgo.osu.edu/office365help](http://atgo.osu.edu/office365help).

### Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

**Copyright Disclaimer** The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Course Schedule** *Please Note: the workload for this course is a bit frontloaded because the end of this course corresponds to the midterm exam period for other courses. A little extra time spent in Modules 1-3 will give you some breathing room during the middle of the semester when this course is wrapping up. This means that the time commitment in the first two modules is not representative of each course module.*

### Module 0: Semester Prep

- Carmen course and syllabus review
- Instructor and classmate introductions
- [optional] John Glenn College of Public Affairs Excel Bootcamp, Getting Started <http://glenn.osu.edu/bootcamp/>

**Assignment:** Your introduction Carmen discussion post is due by 11:59 PM on Friday, May 14<sup>th</sup>.

### Module 1: Data management, Excel Introduction, Formulas and Functions I

- Article Reading and Discussion – Data Management Cautionary Tales
- Lab 1.1 Excel Introduction
  - 1.1.1 Intro
  - 1.1.2 Formatting
  - 1.1.3 Using and Customizing Worksheets
- Lab 1.2 Formulas and Functions
  - 1.2.1 Cell referencing and Basic Formulas
  - 1.2.2 More Basic Formulas
  - 1.2.3 Excel Functions

Relevant textbook chapters (purely optional reading): 1, 2, 3, 4, 6, 7, 9, 10, 13, 16, 21

**Assignment:** Excel Cautionary Tales Reading and Carmen Discussion due by 11:59 PM on Friday, May 21<sup>st</sup>.

### Module 2: Formulas & Functions II

- Lab 2.1 Logic, Text, and Date Functions
  - 2.1.1 Logic Functions
  - 2.1.2 Text Functions
  - 2.1.3 Date and Time Functions
  - 2.1.4 Los Angeles Animal Intake Data Application
- Lab 2.2 Info and Math Functions
  - 2.2.1 Information Functions
  - 2.2.2 Math Functions
  - 2.2.3 Ohio Budget Data Application

Relevant textbook chapters (purely optional reading): 10, 11, 12, 13, 16, 21, 25

**Assignment:** Final Project Initial Proposal due by 11:59 PM on Friday, May 28<sup>th</sup>.

### Module 3: Advanced Formulas

- Lab 3.1 Lookup Functions & Nested IF Formulas
  - 3.1.1 Lookup Functions
  - 3.1.2 Nested IF Formulas 1/2
  - 3.1.3 Nested IF Formulas 2/2
- Lab 3.2 Nested Functions
  - 3.2.1 Nesting Function 1/2

- 3.2.2 Nesting Function 2/2

Relevant textbook chapters (purely optional reading): 11, 13, 14, 15, 16, 26, 32

**Assignment:** Project 1. Formatting, Formulas, & Functions due by 11:59 PM on Friday, June 4<sup>th</sup>.

#### **Module 4: Charts & Graphs**

- Lab 4.1 Charts and Graphs I
  - *Lecture – Data Management Practices*
  - 4.1.1 Line Chart Creation
  - 4.1.2 Chart Customization
  - 4.1.3 Pie and Doughnut Charts, Customization
- Lab 4.2 Charts and Graphs II
  - 4.2.1 Bar Charts
  - 4.2.2 Scatter Plots
  - 4.2.3 Sparklines

Relevant textbook chapters (purely optional reading): 19, 20, 22, 23

**Assignment:** Final Project Data, Research Questions, and Analysis Plan due by 11:59 PM on Friday, June 11<sup>th</sup>.

#### **Module 5: Tables & PivotTables**

- *Lab 5.1 Tables*
  - 5.1.1 Format as Table
  - 5.1.2 Modifying Tables
  - 5.1.3 Table Filters
- *Lab 3.2 PivotTables*
  - 5.2.1 Creating a PivotTable
  - 5.2.2 PivotTable Filters
  - 5.2.3 PivotTable Appearance
  - 5.2.4 PivotTable Example 2

Relevant textbook chapters (purely optional reading): 5, 33, 34,

**Assignment:** Project 2. Advanced Formulas due by 11:59 PM on Friday, June 18<sup>th</sup>.

#### **Module 6: PivotTables & PivotCharts**

- *Lab 6.1 PivotTables*
  - 6.1.1 PivotTable Creation and Customization
  - 6.1.2 PivotTable Groupings
  - 6.1.3 Calculated Fields
- *Lab 6.2 PivotCharts*
  - 6.2.1 PivotChart Example 1
  - 6.2.2 PivotChart Example 2

Relevant textbook chapters (purely optional reading): 33, 34

**Assignment:** Project 3. PivotTables due by 11:59 PM on Friday, June 25<sup>th</sup>.

#### **Module 7: Skill Polishing, Course Wrap Up, Comprehensive Project**

**Assignment:** Final Project due on Carmen by 11:59 PM on Friday, July 2<sup>nd</sup>.



## Summary of Course Schedule

Mod	Dates	Topic(s)	Graded Assignments
0	W 5/12 – F 5/14	Course Prep	Syllabus Review + Quiz (due by Friday 5/14)
1	M 5/17 – F 5/21	Data management I, Excel Introduction, Formulas and Functions I	Cautionary Tales Reading & Discussion
2	M 5/24 – F 5/28	Formulas & Functions II	Final Project Initial Proposal
3	M 5/31 – F 6/4	Advanced Formulas	Project 1
4	M 6/7 – F 6/11	Data management II, Charts & Graphs	Final Project Data & Research Questions
5	M 6/14 – F 6/18	Tables & PivotTables	Project 2
6	M 6/21 – F 6/25	PivotTables & PivotCharts	Project 3
7	M 6/28 – F 7/2	Skill Polishing, Course Wrap Up, Comprehensive Project	Final Project (due by 11:59 PM Friday 7/2)

Graded assignments are due on Carmen on **Friday by 11:59 PM** unless noted on Carmen.