



**Business Technology  
Southwest College**

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**POFI 1349-Spreadsheets**

CRN 39407—Fall, 2017

3 credit hours (2 lecture, 3 lab)-80 hours per semester-16 weeks

**DISTANCE EDUCATION**

SCANS Competencies Included

**INSTRUCTOR: Joan Nilsen**

**INSTRUCTOR CONTACT INFORMATION:**

(713) 718-7808

Joan.nilsen@hccs.edu

**Office location and hours**

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Office hours are upon request.

**FINAL EXAM: To Be Announced**

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: November 3,  
2017**

**COURSE DESCRIPTION**

Skill development in the use of a spreadsheet software package. Topics include worksheet creation and manipulation functions, templates, macro programming data-base functions, data-table features, and graphics. The student will identify spreadsheet terminology and concepts; perform shortcut functions; modify worksheets; and insert graphics in worksheets. Study of computer applications from business productivity software suites. Emphasis is on developing end-user proficiency skills for office environments.

**PREREQUISITES**

POFT 1329 or POFI 1301

### **PROGRAM LEARNING OUTCOMES**

- The student will be able to read, listen, speak, and write proficiently.
- The student will be able to apply keyboarding and document processing skills to specific office applications.
- The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in word processing, spreadsheet, database, and presentations to manage information.
- The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

### **STUDENT LEARNING OUTCOMES**

The Student will be able to:

1. Students will develop end user proficiency skills for the office environment.
2. Students will create documents for business applications
3. Students will demonstrate proficiency in the use of spreadsheets.
4. Students will create worksheets and manipulate functions, templates, and database functions.

### **LEARNING OBJECTIVES**

The student will:

- 1.1 start and quit Excel correctly
- 1.2 enter text and numbers in Excel
- 1.3 correct errors on a worksheet
- 1.4 rename sheets in workbook
- 1.4 add conditional formatting to cells
- 1.5 change column width and row height
- 2.1 Apply the AVERAGE, MAX, and MIN functions
- 2.2 Apply a theme to a workbook
- 2.3 Add conditional formatting to cells
- 2.4 Set margins, headers and footers in Page Layout View
- 3.1 Rotate text in a cell
- 3.2 Create a 3-D Pie chart on a separate chart sheet
- 3.3 Copy, paste, insert, and delete cells
- 3.4 Use absolute cell references in a formula
- 3.5 Use the IF function to perform a logical test
- 3.6 Color and rearrange worksheet tabs
- 3.7 Set print options
- 3.8 Protect and unprotect cells in a worksheet
- 4.1 Hide and unhide cell gridlines, rows, columns, sheets, and workbooks
- 4.2 Create and manipulate a table
- 4.3 Apply database functions, the SUMIF function, and the COUNTIF function
- 4.4 Use the ROUND function
- 4.5 Create formulas that use 3-D cell references
- 4.6 Use the macro recorder to create a macro

## **SCANS**

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

**Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.

**Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds.

Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

**Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.

**Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

**Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The three SCANS foundation skills identified by the Commission are the following:

**Basic Skills**—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

**Thinking Skills**—Creative thinking, decision making, problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

**Personal Qualities**—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

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The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/de/de-student-handbook>

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**16 WEEK COURSE CALENDAR**  
**POFI 1349—SPREADSHEETS**  
**Weekly Schedule of Assignments**  
**16 WEEKS SESSION**

Week	Textbook Assignment
<b>MICROSOFT OFFICE EXCEL 2016</b>	
	<b>Introduction to class</b>
1	Module 1—Creating a Worksheet and a Chart Complete in Mindtap
2	Continue with Module 1—Creating a Worksheet a Chart
3	Module 2—Complete in Mindtap
4	Continue with Module 2—Formulas, Functions, Formatting—Complete in Mindtap
5	Module 3—Working with Large Worksheets, Charting and What-If-Analysis Complete in Mindtap <b>Review for Exam 1</b>
6	<b>EXAM 1 Covering Modules One through Three</b> Module 4—Financial Functions, Data Tables, and Amortization Schedules— Complete in Mindtap
7	Continue with Module 4—Complete in Mindtap
8	Module 5—Working with Multiple Worksheets and Workbooks Complete in Mindtap
9	Module 6—Creating, Sorting and Querying a Table Complete in Mindtap <b>Review for EXAM 2</b>
10	<b>EXAM 2 Covering Modules Four through Six</b> Module 7—Creating Templates, Importing Data, and Working with SmartArt, Images, and Screenshots Complete in Mindtap
11	Module 8—Working with Trendlines, PivotTable, PivotCharts and Slicers— Complete in Mindtap
12	Module 9—Formula Auditing, Data Validation, and Complex Problem Solving— Complete in Mindtap
13	<b>Review for EXAM 3</b> <b>TEST 3—Covering Modules Seven through Nine</b>
14	Module 10—Data Analysis with Power Tools and Creating Macros Complete in Mindtap if time allows
15	Make-up and Review for Final
16	<b>FINAL EXAM</b>

**INSTRUCTIONAL METHODS**

This is an advanced course and students must read the textbook, submit assignments on the due dates, study for exams, participate in activities, and attend class. I am

always available during class to answer student's questions. I will demonstrate, using the Proxima, or data show, how to perform many calculations.

### **STUDENT ASSIGNMENTS**

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

**Late Assignments:** Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. I DO NOT accept late work.

### **Make-Up Test Policy**

Students are expected to adhere to the weekly schedule of assignments and tests printed in the syllabus. Make-up tests cannot be taken during the regular class time. Arrangements must be made to take a make-up test at a date and time convenient for both student and instructor.

### **INSTRUCTOR REQUIREMENTS**

As an instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived:
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Describe any special project or assignment
- Inform students of policies such as attendance, withdrawal, tardiness and make up work and tests
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time
- Ask for help when there is a question or problem

### **PROGRAM/DISCIPLINE REQUIREMENTS**

Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Spreadsheets must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the office environment and activities have been enhanced to

help students develop the attitudes and interpersonal skills that are in demand by employers.

### **HCCS GRADING SYSTEM**

The Houston Community College grading system will be used to evaluate students' performance in this course.

<b>Grade</b>	<b>Score</b>
A-Excellent	90-100
B-Good	80-89
C-Fair	70-79
D-Passing	60-69
F-Failure	0-59

### **DEPARTMENTAL GRADING SYSTEM**

The following departmental grading system will be used to evaluate students' performance in this course:

Textbook Exercises/Questions	30%
Production Tests	50%
Final Exam	20%

### **TEXTBOOKS AND MATERIALS**

***Microsoft Office 365 Excel 2016: Comprehensive***, by Steven M. Freund Starks, Joy L. Starks, Eric J. Schmieder

ISBN 13:978-1-305-88148-8

### **USB Flash Drive**

### **STUDENTS WITH DISABILITIES**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance each semester:

### **DISABILITY SUPPORT SERVICES OFFICES:**

System: 713.718.5165

Central: 713.718.6164—also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

### **HCC Policy Statement: Academic Honesty**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

- Copying from another students’ test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).



## **HCC POLICY STATEMENT: STUDENT ATTENDANCE, 3-repeaters, withdrawal deadline**

**Attendance:** Students are expected to attend all classes and labs regularly. Students are responsible for [any and all] materials covered during their absences, and it is the student's responsibility to consult with the professors for make-up assignments. A student may be dropped from a course for excessive absences in excess of 12.5% of the hours of instruction. For example: For a three-credit hour lecture, a student may be dropped after six hours of absence. HCCS professors cannot assign a "W" for any student after the official withdrawal date. "Administrative withdrawals are the discretion of the professor. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of "F" in the course.

**Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later:** Under Section 51.907 of the Texas Education Code "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals throughout their educational career in obtaining a certificate and/or degree.

**Course Withdrawals:** Be sure you understand HCC policies about dropping a course. It is the student's responsibility to withdraw officially from a course and prevent an "F" from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. \*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. **Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**Early Alert Program:** To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

**Repeat Course Fee:** The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

#### MENINGITIS IMMUNIZATION REQUIRED FOR SPRING REGISTRATION

Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis. Beginning with spring registration, November 7, students will have to satisfy this requirement prior to enrollment. For more information and a list of exemptions please go to <http://www.hccs.edu/hccs/admissions-registration-center/new-student-general-admissions-steps/submit-meningitis-documentation>

**LECTURE/LAB TEACHING DEMONSTRATION**

**CLASS, CAMPUS: \_\_\_\_\_**

When teaching lecture/lab course, it is a requirement for the instructor to incorporate lab assignments while lecturing. Please have the students complete this form during the first week of instruction.

**A GLANCE AT *THIS* COMPUTER (Example)**

1. What is a CPU \_\_\_\_\_  
On-off buttons—(demonstrate) Start vs Reset  
Student Response  \_\_\_\_\_ Student Signature
  
2. Drives on this computer:  
USB Flash Units (explain)  
CD Rom (demonstrate)  
  
Student Response  \_\_\_\_\_ Student Signature
  
3. Desktop (personally their desktop while on that computer)  
⇒ If projects are stored on desktop of the computer in the classrooms, and/or HCC open labs, those documents are erased at the end of each day.

Name \_\_\_\_\_  
**Print “your” Name**

I, \_\_\_\_\_, have been given  
Student Signature

Instructions on the use of “this” computer. ***I was provided instruction in both the lecture and lab formats.***

Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_

This form will be returned to Willie Caldwell’s office, Scarcella Room N109 on date of completion of all lecture/lab classes for the semester.



**HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS TECHNOLOGY DEPARTMENT**

**Student Questionnaire**

<b>Name:</b>	<b>Last Name</b>	<b>First Name</b>	<b>MI</b>	<b>Student ID#:</b>
<b>Address:</b>	<b>Street</b>	<b>Apt. #</b>	<b>Home Telephone</b>	
<b>City</b>	<b>State</b>	<b>Zip Code</b>	<b>Cell Telephone #</b>	
<b>E-mail address:</b>				<b>Instructor's Name:</b>

**Educational Plan**

Have you determined your major? \_\_\_\_\_ Yes No \_\_\_\_\_  
 (If no, please see your instructor or Business Technology Department Chair.)

Have you filed a degree plan? \_\_\_\_\_ Yes No \_\_\_\_\_

Graduation Target Date: \_\_\_\_\_

(Must apply for graduation via the counselor's office in order to receive your certificate or degree)

**Employment History**

Are you currently employed? \_\_\_\_\_ Yes No \_\_\_\_\_

Is your employment \_\_\_\_\_ Part-time? or \_\_\_\_\_ Full-time?

If you are employed, please complete the following:

Employer \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_ Phone# \_\_\_\_\_

**Comments:**

If you have any questions, please call 713-718-7808, or Fax 713-718-6774 between 8:00 a.m. – 5:00 p.m.  
 HCC seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.

**Willie T. Caldwell, Department Chair**  
 10141 Cash Road, N109, Stafford Texas 77477

**HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS TECHNOLOGY DEPARTMENT**

**STUDENT QUESTIONNAIRE**



**Student Success**  
**Organizational Stewardship**  
**Business Technology Department**

**STUDENT ADVISEMENT CHECKSHEET**

When teaching Business Technology courses, it is a **requirement** for the professor to inventory and complete the below list of advisement items from each student.

Have you been informed about **degree plans** (contractual agreement)?

Yes  No

Have you been made aware of the importance of completing an application for **graduation** in order to receive your certificate or degree?    Yes  No

Have you been given **job placement** information including:

- Job Placement Contact Person with
  - E-mail address
  - Telephone Number
  - Location
- Website address
- Access instruction for website including directions on how to navigate the job placement website

Yes  No

Name \_\_\_\_\_

Print “your” Name

I, \_\_\_\_\_, have been given

Student Signature

Information regarding the above listed items.

Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_

This form will be returned to Willie Caldwell’s office on date of completion.