

ANLY 625 – Syllabus (v1)
Spreadsheet Modeling for Analytics
July 2 – August 6, 2021

NOTE: This document is unlikely to change during the term and accompanies its associated schedule.

Instructor:



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**Virtual
Office
Hours**

Office hours are by appointment only - please click [HERE](#) to book an appointment with me.

* All times referenced in the syllabus are in U.S. Eastern Standard Time (UTC-05:00)

Course Description

ANLY 625/MAC 662 is a 1.5 credit hour course. This course introduces decision-support modeling using spreadsheets, including what-if analysis, goal-seeking, one and two-way data tables, and tools to solve optimization problems. The course explores the library of functions to manipulate data, visual presentation of data, and data organization skills. Students in this course should understand cell referencing, file manipulation, importing/exporting data, and the basic time-value of money financial concepts. Students will demonstrate mastery of the material through hands-on projects and skills assessments. The primary tool used in the course is Microsoft Excel.

Learning Objectives

Businesses expect students to graduate from business schools with the skills and abilities to analyze and summarize vast amounts of data using contemporary office automation applications. Students will achieve the following Learning Outcomes (LO) through completing the assigned work and completing assessments in software applications specified by the course instructor.

Specifically, using Microsoft Excel, students will be able to:

- (LO1) Build and apply data validation rules to enforce data integrity.
- (LO2) Analyze and summarize data using wildcards, Boolean logic, functions, and decision-support tools.
- (LO3) Visually present raw and summarized data using embedded presentation tools.
- (LO4) Demonstrate knowledge gained from performing data analysis using written or oral techniques.

To succeed in this course, you must engage in the class and materials early and consistently demonstrate initiative. You must also work efficiently and make the best use of your time in managing the challenging set of expectations in the course.

Course Materials

1. **Required** software:

- **Microsoft® Office 365™ Pro Plus for Students** software suite. Microsoft Excel for the PC is the default platform for the class assignments. If you have a Mac and insist on using it, I would strongly recommend using **Microsoft® Office® for Mac 2016** or later since it is a more stable Microsoft® Office® platform. Please understand that some features and functionality for Excel do NOT exist in the Mac version of the software. Because the College of Business provides a Virtual Desktop Infrastructure for students who own a Mac computer, all students must complete course assignments on a Windows PC.
 - Refer to the **Get Started Here > Required Software > Microsoft Office** Blackboard folder for more information on obtaining the *Microsoft® Office 365™ Pro Plus for Students* suite.

2. **Required** book(s):

Depending on which exam you will take, you will need one of the two books listed below.

- **MOS Study Guide for Microsoft Excel Exam MO-200 by Lambert © 2020**
(ISBN-13: 978-0-13-662715-9)

- OR**

- **MOS Study Guide for Microsoft Excel Expert Exam MO-201 by McFedries © 2020**
(ISBN-13: 978-0-13-662752-4)

Course Format

This course helps students build practical data analysis skills using Microsoft Excel and prepares students to take one of the Microsoft Office Specialist credentialing exams for Microsoft Excel. Therefore, it is an extremely "hands-on" class. The course will allow anyone to sharpen their analytical and reasoning skills, which are transferrable to any job.

The majority of the time spent in the course is for refreshing one's skills in Microsoft Excel as presented in the book, a discussion of their application based on student experiences, and anecdotes from the instructor. Students are encouraged to use work samples to explore the application of the functions to their job. Students are solely responsible for ensuring the security and permissions of any work-related data.

Grade Basis

REQUIRED AND GRADED COMPONENTS	POINTS	WEIGHT
Discussion – Weekly video posts and responses	275	27.5%
SIMnet Assignments for Excel Associate Exam – Homework assignments created by the instructor	125	12.5%
Blackboard Assignments for Excel Expert Exam – Homework assignments created by the instructor	OR	125
MOS-200 Capstone – Excel Associate Capstone assignment in SIMnet	100	10.0%
Team Project – Case-based data analysis: Excel data model and virtual team presentation	500	50.0%
Approximate Total Points (subject to change as needs dictate)	1,000	100%

I base your final letter grade on a plus/minus scale, as shown in Table 1. Final course grades are non-negotiable, so do not contact me to grovel for an adjustment.

A+	97.0 - 100%	C	73.0 - 76.9%
A	93.0 - 96.9%	C-	70.0 - 72.9%
A-	90.0 - 92.9%	D+	67.0 - 69.9%
B+	87.0 - 89.9%	D	63.0 - 66.9%
B	83.0 - 86.9%	D-	60.0 - 62.9%
B-	80.0 - 82.9%	F	0.00 - 60.0%
C+	77.0 - 79.9%	EF (Earned Failure)	UF (Unearned Failure)

Table 1 Grade Schema

Grading Policies and Procedures

Everything you submit for grading must reflect your work unless I explicitly assigned it as a collaborative, group, or team-based activity or assessment. It is your responsibility to ensure the accuracy of your grades posted on Blackboard. See #2 below for the timeframe to dispute a posted grade.

- 1) Unless I notify you otherwise, all assigned work is due shown in the schedule **by the due date and time**. I do not consider technology-related issues a sufficient justification for submitting assignments late. You must manage your time each week to complete the assigned work by the due dates and times.
- 2) **Disputes involving recorded grades:** If you have an issue with the score or feedback you received on a specific assignment or other assessment (such as an exam), you must send me an e-mail within **one week** after your score appears on Blackboard. Keep in mind that if you request me to re-grade your work, I will re-grade your work, as well as any other involved student's work (if applicable), entirely from scratch. Note that this re-evaluation may result in a lower score than you initially received since a more thorough review of the entire assignment or assessment may reveal additional shortcomings in meeting requirements or expectations.

Students may NOT dispute any assignment, quiz, exam, or another score after it appears in "My Grades" (on Blackboard) for more than one week.

- 3) I do not "round-up" grades/scores, so do not ask. As stated previously, it is my job to determine and assess the results of your effort in this class. When reporting final course grades, I will submit a final course grade commensurate with the results of a student's effort and learning I feel they demonstrated.

Request for Accommodations

The University of Louisville is committed to providing access to programs and services for qualified students with a disability. If you are a student with a known and documented disability and require accommodation to participate in and complete requirements for any UofL class, notify me immediately and contact the UofL Disability Resource Center ([DRC](#), phone number 502-852-6938, or visit Stevenson Hall - Room 119) for verification of your eligibility and determination of specific accommodations. You **must** provide me with the required formal accommodation letter from the DRC within the first week of class or right after receiving official notification during a term.

Instructional Methods

I teach this class through a combination of recorded demonstrations and homework discussions where you must take an active role. You must complete the homework material each week. **All assignments are due by 8:00 AM on Fridays.** An explanation of each assessment item follows:

- **Discussions:** Each week, you will need to create one original video post on Flipgrid reflecting on the content for that week and respond to three other posts from your peers.
- **SIMnet Assignments:** All students have to complete the assignments in SIMnet. The format of each assignment is such that you will take a pre-test covering the skills measured in that week's MOS Objective Group. If you do not achieve 100% on the pre-test, you must complete a lesson covering the missed material. Once you complete the lesson, you will take a post-test to gauge your understanding of the missed items. The post-test grade is the grade used for each assignment. If you achieve 100% on the pre-test, you receive full credit for the assignment and DO NOT have to complete a lesson on those skills.
- **MOS-200 Capstone:** All students have to complete the SIMnet capstone assignment. The assignment encompasses all of the measured skills on the exam and is NOT optional. You will download the start file, complete the assignment, and then re-upload the assignment to SIMnet for grading. You have two attempts in SIMnet on this assignment. You will discover what you did wrong after the second attempt.
- **Team Project:** Each team will prepare a decision-support Excel model that incorporates concepts from the course and solves the "problem" presented at the beginning of each case. Each team will present their findings to me in a recorded virtual presentation and turn them in during the last week of the course. Teams should consider me the constituent and key decision-maker for each case.

Class Participation

In a traditional face-to-face course, I take attendance in my classes. However, in an entirely online course like this one, you do not "attend" class. Instead, online participation and engagement will help you better understand the material and enhance your overall grade for the course.

Participation points are accumulated based on voluntary participation in the online class discussion boards.

Course Decorum

I expect students to be familiar with the University's [Code of Student Conduct](#) in addition to the [Code of Student Rights and Responsibilities](#) documents. The College of Business also provides additional policy information in the [College of Business Student Academic Rights and Responsibilities](#) in its Web site's Student Rights & Policies section.

Sending and Receiving E-mail

- Use the **Send Dale E-mail** link on the left side of the navigation menu on Blackboard or your official University of Louisville e-mail account.
- **You should always include "ANLY-625:" along with a meaningful text topic in the subject line of each message. I prefer that when sending me an e-mail, you utilize the "Send Dale E-mail" link on Blackboard. Doing this ensures that Blackboard inserts your course section number automatically in the subject and will allow me to filter and prioritize your e-mail according to your class section. Because I teach other courses, I may not respond promptly if I don't know your message is about the class.**
- Always use your official University of Louisville e-mail account since many spoofing messages come from external e-mail accounts. I **will not** respond to messages from non-UofL accounts unless the University notifies me that the University's e-mail system is not functioning correctly.

- Please use e-mail as the primary means of contacting me rather than relying on the telephone, voice mail, paper notes, faxes, or any other forms of communications media.

Diversity at the University of Louisville

The University of Louisville strives to foster and sustain an inclusiveness environment that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to build an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, a genuine understanding of the many differences-including races, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace this vision's underlying values and demonstrate a strong commitment to attracting, retaining and supporting students, faculty, and staff who reflect the diversity of our larger society.

Though all opinions are welcome in this class, it is our duty as members of the University of Louisville community to foster an inclusiveness environment. All are welcome in this class regardless of one's sexual orientation, gender identity, or gender expression. I feel it is essential for inclusivity and civility to address each other by our preferred names and pronouns to show respect to our classmates. Pronouns are common parts of speech that we use to refer to one another. Because we use them so frequently, it is essential to know a person's preferred pronouns, in much the same way that it is necessary to know their name. Commonly used pronouns might include: He/him/his, She/her/hers, They/them/their, Ze/Hir (Pronounced 'zee' and 'here')

I am an ally to the LGBT campus community and serve as a friend and supporter of the LGBT Center at the University. If you are looking for LGBT-friendly faculty or staff members on campus who you can rely on, click [HERE](#).

Americans with Disabilities Act

"The University of Louisville is committed to providing equal opportunity for persons with disabilities. This commitment includes complying with the Americans with Disabilities Act of 1990 (ADA), and Sections 504 and 508 of the Rehabilitation Act of 1973. The University of Louisville strives to maintain a barrier-free, welcoming environment for everybody.

The University's ADA Coordinator, located in the Dean of Students suite (SAC-W301; 502-852-5787), oversees the University's compliance with the ADA and Section 502, and assists unit heads in meeting equal opportunity obligations. The Disability Resource Center staff (502-852-6938) will assist the University community by serving as an information resource center and coordinating support services for students with disabilities. No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination in University programs. The President, Board of Trustees, Student Government, Faculty and Staff Senates affirm the University's long-standing and continuing commitment to Equal Opportunities for persons with disabilities."

Source: [University of Louisville 2020 - 2021 Graduate Academic Catalog](#)

Student Sexual Misconduct Policy

The University of Louisville prohibits all forms of sex discrimination and sexual misconduct. This policy outlines student expectations, reporting options, and resources for all students, employees, University visitors, or third parties within the University community, regardless of sexual orientation or gender identity. Sexual Misconduct offenses include Sexual Harassment (includes quid pro quo and hostile environment); Sexual Assault; Domestic Violence; Dating Violence; and Stalking

The University will take immediate steps to end sexual misconduct, prevent a recurrence, and correct any effects on the complainant or those involved in the complaint process. If, in the process of the investigation, the University determines that the alleged conduct does not fall within the guidelines of the University's policy on sexual harassment, both the complainant and the accused student will be notified.

For additional details about this policy, including who to contact to file a formal complaint, click the link below.

Source: [Title IX Student Sexual Misconduct Policy 2020-2021](#)

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Observance of Religious Days

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in coursework on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of the term. The policy regarding Religious Days is available by clicking the following link:

[**Religious Days and Observances**](#)

Severe Weather Policies and Procedures

When weather conditions warrant a decision to remain on regular opening schedules or to deviate, the University administration, when possible, will announce schedule changes for morning classes by 6:00 AM and for evening classes by 3:00 PM. For severe weather announcements, evening classes are those that begin at or after 4:15 PM.

University Closure

If the University of Louisville closes due to a holiday, weather-related conditions or other unusual circumstances, faculty will not execute planned real-time activities in classes. As an alternative, I reserve the right to continue the course activity via Blackboard. I will post instructions for students on Blackboard if this becomes necessary. It is the students' responsibility to check Blackboard for an update from me. If Blackboard is down, I will communicate a plan via e-mail until Blackboard is up and running. You should continue to complete work as possible until Blackboard comes back online.

University Delay

If the University of Louisville is on a delayed schedule, the University cancels on-campus classes up until a specific time, and classes that begin at or after the delayed time meet at their regular time and include the full instruction period. Regardless of the delay, coursework is due as planned, and I expect you to submit your work via Blackboard.

For more information, see the [Severe Weather Policy & Procedures](#) Web site.

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July 2 – August 6, 2021

Schedule

Week	Date	Topics	Assignments	Due Dates
1	07/02	<ul style="list-style-type: none"> • Introduction to class and Excel • Team Formation • <i>Lambert</i>, Objective group 1 • <i>McFedries</i>, Objective group 1 	<ul style="list-style-type: none"> • LOG-1-HW • MOG-1-HW 	07/09 08:00 AM
2	07/09	<ul style="list-style-type: none"> • <i>Lambert</i>, Objective group 2 • <i>McFedries</i>, Objective group 2 	<ul style="list-style-type: none"> • LOG-2-HW • MOG-2-HW 	07/16 08:00 AM
3	07/16	<ul style="list-style-type: none"> • <i>Lambert</i>, Objective group 3 • <i>McFedries</i>, Objective Group 3 	<ul style="list-style-type: none"> • LOG-3-HW • MOG-3a-HW 	07/23 08:00 AM
4	07/23	<ul style="list-style-type: none"> • <i>Lambert</i>, Objective group 4 • <i>McFedries</i>, Objective group 3 	<ul style="list-style-type: none"> • LOG-4-HW • MOG-3b-HW 	07/30 08:00 AM
5	07/30	<ul style="list-style-type: none"> • <i>Lambert</i>, Objective group 5 • <i>McFedries</i>, Objective group 4 <p>MOS Exam (Excel Associate or Expert)</p>	<ul style="list-style-type: none"> • LOG-5-HW • MO-200 Capstone • MOG-4-HW • Team Projects 	08/06 08:00 AM

This syllabus is subject to change as instructional needs dictate. I will communicate any significant changes to students verbally in class, in writing (via e-mail), and then post them in a timely manner into the Announcements or Course Information areas on Blackboard.

I look forward to sharing this valuable learning experience with you!

Last Revised: 7/2/2021