



Business and Computer Information Systems Division

Syllabus for CIS 106—Beginning Excel Fall Semester, 2021, online

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|----------------------------|--|
| CRN: | 13403 |
| Units: | 3 |
| Instructor: | Professor Troop, B.A., M.A. Certified Microsoft Office Specialist |
| Web site: | staffwww.fullcoll.edu/jtroop |
| Office Number: | 511-02 (in the computer lab—not used this semester) |
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| Office Telephone: | (714) 992-7206 (not used this semester) |
| Office Hours: | The professor will monitor her email during the following days and hours: Monday through Thursday, from 7 p.m. to 8 p.m.; Friday from 7 p.m. to 8:30 p.m. |
| Textbook: | <u>Microsoft Office 365 Excel 2019 Comprehensive</u> , by Freund and Starks (see next page for details on text) although the bookstore may have a few paper copies of the book, it is faster, easier, and much less expensive to buy the electronic version. You will be working in the electronic version for this class. |
| Prerequisite: | Introduction to computers and a general knowledge of the Microsoft Windows operating system |
| Materials Needed: | A windows-based computer, access to the Internet, and the textbook Do not attempt to take this course on a phone or an iPad type device. |
| Course Description: | See college catalog. |
| Course Objectives: | See college catalog. |

Getting Set with Your Textbook Publisher Materials

Since your textbook will be in electronic form and you will be submitting your work electronically, you will need to get a Cengage Unlimited Access Code in order to take this class. It can be purchased at the bookstore or directly from the textbook publisher online. After getting the code, you must register it.

Purchasing the Access Code at the Bookstore

- Go to the counter in the college bookstore and verify that your class is using Cengage Unlimited.
- Purchase the access code that you want
- Then move on to the directions below for **Registering your Cengage Unlimited Access Code**.

Purchasing the Access Code Directly from the Publisher, Cengage, Online (recommended)

- Go to the website <https://www.cengage.com/unlimited>
- Click the Subscribe button to choose a version of Cengage Unlimited
- Choose the length of your subscription (four months, one year, or two years)
- Click Subscribe Now and close the popup window.
- Click the yellow Cart icon in the upper right corner of the page.
- Click the Start Secure Checkout button to check out and pay for your access code.
- Follow the steps on the web site to get your access code.
- Proceed to the next section on this page, **Registering Your Cengage Unlimited Access Code** below.

Registering Your Cengage Unlimited Access Code

- Go to the website <https://www.cengage.com/student-access-code>
 - Click the Sign In or Create Account button on the screen (yellow)
 - If you already have a Cengage account, then log in to Cengage
 - If you do not have a Cengage account, then click the Create an Account button and create a Cengage account. *Remember your Cengage account ID and password. You should write them down somewhere.*
 - Once logged into Cengage Unlimited, click the blue link in the upper right corner of the screen that says Add a Course or Register a Product.
 - Enter your Cengage Unlimited access code. This links Cengage Unlimited to your Cengage Login.
 - Log in to Canvas at <https://fullcoll.instructure.com>
 - Click the link for your course.
 - Click the link in your course to access the Cengage material. You will be asked to log in to your Cengage account. Make sure you enter the same account ID and password you previously registered with Cengage.
- *You will be taken to the MindTap page for your course.*

A Video on how to use MindTap is available at <https://www.youtube.com/watch?v=YcV4apVP4BQ>

As some of the assignments in this class are submitted directly through Canvas, also read the notes on Canvas on how to submit work via Canvas. They are on the professor's website.

Student Learning Outcomes Statement

Upon successful completion of CIS 106 F, Spreadsheet I, the student will be able to create a basic spreadsheet that uses a variety of data types.

Upon successful completion of CIS 106 F, Spreadsheet I, the student will be able to create a worksheet that contains spreadsheet formula and other calculations.

Upon successful completion of CIS 106 F, Spreadsheet I, the student will be able to create a worksheet that includes at least five different graphs representing worksheet data.

*The above outcomes certainly do not include **all** that you will learn this semester.*

Assignments, Attendance and Make-Ups

Late Assignments - It is assumed that serious students will attend class and submit assignments regularly and those who are not serious won't.

Assignments are to be submitted on the due dates shown in this syllabus. Late assignments receive no credit and will not be accepted. No excuses. Therefore, it is in your best interest to start assignments early so that you can get help if needed well before the due date. The old high school strategy of seeing how late one can start and still finish before the deadline does not serve students very well here. If you know that you will be hard pressed to have time to do assignments at a particular time during the semester, submit your homework early. Help is available in the tutoring center.

Attendance - A student who misses a total of two class meetings, consecutive or not, **may** be dropped and not reinstated. This impacts the student's financial aid.

Make-Ups – Make-up exams are very seldom scheduled because they are, much, much more difficult than the normal test and it will be in a different format. Make-ups are not recommended.

Student Responsibility to Drop Classes (from our Class Schedule)

"If you decide not to participate in classes for which you have registered, it is your responsibility to officially drop within published deadlines. If fees have not been paid, students who drop classes after the refund deadline will incur a financial obligation to the college and an administrative hold will be placed on their student records until fees are paid."

Assignment "Slots" on Canvas

In the interest of latitude, all of the *possible* assignments are listed on Canvas. This does not mean that they are all assigned. They are merely on Canvas to provide a "slot" in which to submit assignments *if* they were assigned to the class. They are assigned some semesters and not others.

The Danger in Giving another Student your Homework Files

Please be aware that turning in another student's assignments as your own is not only unfair to the rest of the students in this class, but is **plagiarism**. **Additionally, if you give another student a copy of your homework assignments or tell another student what is on a test, that student may end up with more points than you or may accumulate the most points in the class. That may cause your grade to go down.**

How Grades are Calculated

At the end of the semester, each student's points are added up. The highest number of points accumulated by any student will constitute the top of the A grade range.

Students who have total points equal to 90% and above the highest number of accumulated points will receive an A.

Students who have total points below 90% but at least 80% of the highest number of accumulated points will receive a B.

Students who have total points below 80% but at least 70% of the highest number of accumulated points will receive a C.

Students who have total points below 70% but at least 60% of the highest number of accumulated points will receive a D.

Students who have total points below 60% of the highest number of accumulated points will receive an F.

Generally speaking, only those who stop submitting assignments without officially dropping receive a failing grade.

EXAMPLE OF GRADING CALCULATION

Regardless of how many points are possible, assume that the highest number of points earned by any student is 1000. This means that the person with 1000 points gets an A. Those with 999 to 900 points receive an A also. Those with 899 to 800 points receive a B. Those with 799 to 700 points receive a C. Those with 699 to 600 points receive a D. Those with below 600 points receive an F.

Emergency Response Statement

The college emergency response statement addresses our actions in case of an earthquake and is written for students who are attending class on campus.

Please take note of the safety features and study the posted evacuation route either in the hall or in the room. The most direct route to the grass may not be the safest because of the existence of roofing tiles or other potentially hazardous things. During strong quakes the recommended response is to duck, cover, and hold until shaking stops. Follow the guidance of your instructor. You are asked to go to the designated assembly area. Your cooperation during emergencies can minimize the possibility of injury to yourself and to others.

Student Conduct Statement

Students have an obligation to become familiar with the college's policies, rules, and regulations and to conduct themselves in a reasonable, respectful, manner conducive to attaining their educational goals. The students should refer to the college catalog under the heading student conduct for additional information.

ADA Statement

Fullerton College is committed to providing reasonable accommodations for students with disabilities upon request of the student (in a timely fashion) and upon verification of disability.

If you do not have access to a computer, you may use the lab that is available to students in this class. It will be closed in observance of holidays when the school is closed. Computers are also available in the library.

Network Accounts and Passwords

You must have a computer account and password. The computer account is your student ID number. The password is the password you received on MyGateway when you registered. *Write your account number and password.* The account is free. You may also use a free e-mail account through the school.

Lab Hours for Fall , 2021 Room 511

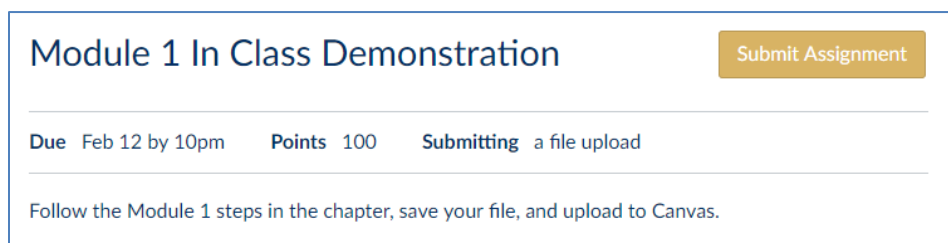
The 511 Lab will be open on specific days during the semester. Please call the lab for the hours. You may also be able to use the lab computers remotely. You should call Regina Daxon in the 511 lab about availability. The instructions are posted on the class Canvas page under the title "Using Remote PC Labs"

Instructions for completing MindTap Assignments

The instructions are posted on the class Canvas page and at the Instructors web page at: <http://staffwww.fullcoll.edu/jtroop> with the link name "Using MindTap Training and Projects"

Instructions for uploading an assignment via Canvas, follow.

1. Login to Canvas.
2. Click the Module or Assignment link to which you wish to upload.
3. Click the Submit Assignment button:



The screenshot shows a Canvas assignment submission interface. At the top, it says "Module 1 In Class Demonstration" with a "Submit Assignment" button to the right. Below this, there is a progress bar with the following information: "Due Feb 12 by 10pm", "Points 100", and "Submitting a file upload". At the bottom of the interface, there is a text instruction: "Follow the Module 1 steps in the chapter, save your file, and upload to Canvas."

4. Click the Choose File button.

The image shows a file upload interface. At the top, there are three tabs: "File Upload" (which is selected), "Google Drive", and "Office 365". Below the tabs, the text reads "Upload a file, or choose a file you've already uploaded." Underneath, there is a "File:" label followed by a "Choose File" button and the text "No file chosen". Below this is a blue link that says "+ Add Another File". There is a text input field labeled "Comments...". At the bottom, there are two buttons: a grey "Cancel" button and a yellow "Submit Assignment" button.

5. Choose the file you wish to upload, click Open, and once the file is added, click Submit Assignment.

Beginning Excel Schedule of Assignments for Fall Semester, 2021

The dates for tests and due dates for assignments sometimes fall on various days of the week as you move through the semester. Post the dates on your calendars. Do not assume they will always be on a particular day of the week or you will miss them.

Getting Started

Assignments Go online to get a Cengage access code This gives you access to an online version of your book and the software to do the assignments; this is the least expensive, easiest, fastest, and recommended way to do this. Directions are on page 2 of this syllabus.

Read the information posted on Canvas about using Cengage and doing assignments.

There will be a syllabus quiz on Monday, August 30.

Please put this on your calendar. Make sure that you are ready. You may take it as many times as you like, but you must get at least 80% to avoid being dropped in the class as a no show.

If you are not familiar with the current Office Suite, you may want to read through the section at the beginning of your textbook on Microsoft Office and Windows. This Module is optional, and you have no lab assignments for it. **You will not be tested on any of the material in this section, but you must be familiar with Windows 10.**

Due: These assignments should be done by Monday, August 30

Module 1

Textbook Assignments for Module 1, Creating a Worksheet and a Chart

- Excel Module 1 SAM training: observe, practice, apply
- Excel Module 1 SAM End of Module Project 1
- Excel Module 1 SAM End of Module Project 2
- Excel Module 1 SAM Project A
- Excel Module 1 SAM Project B
- Excel Module 1 SAM Exam

Due: Submit textbook assignments by midnight Sunday, September 5.

Module 2

Textbook Assignments for Module 2, Formulas, Functions, and Formatting

- Excel Module 2 SAM training: observe, practice, apply
- Excel Module 2 SAM End of Module Project 1
- Excel Module 2 SAM End of Module Project 2
- Excel Module 2 SAM Project A
- Excel Module 2 SAM Project B
- Excel Module 2 SAM Exam

Due: **Submit assignments via Canvas by midnight Sunday September 12**

Take test on Excel Chapters 1 and 2 online on Sunday, September 19. The test will be available all day until midnight that day for you to take it one time on Canvas.

Module 3

Textbook Assignment for Module 3 —Working with Large Worksheets, Charting, and What-if Analysis

- Excel Module 3 SAM training: observe, practice, apply
- Excel Module 3 SAM End of Module Project 1
- Excel Module 3 SAM End of Module Project 2
- Excel Module 3 SAM Project A
- Excel Module 3 SAM Project B
- Excel Module 3 SAM Exam

Due: **Submit assignments via Canvas by midnight Sunday September 19.**

Module 4

Textbook assignment for Module 4 — Financial Functions, Data Tables, and Amortization Schedules

- Excel Module 4 SAM training: observe, practice, apply
- Excel Module 4 SAM End of Module Project 1
- Excel Module 4 SAM Project A
- Excel Module 4 SAM Project B
- Excel Module 4 SAM Exam

- Study for test on Modules 3 and 4.

Due: **Submit assignments via Canvas by midnight Sunday, September 26.**

Online Test on Modules 3-4 (multiple choice) - The test will be available online until midnight, Sunday, October 3 for you to take the test once. The test will close at midnight.

Module 5

Textbook Assignment for Module 5 — Working with Multiple Worksheets and Workbooks

- Excel Module 5 SAM training: observe, practice, apply
- Excel Module 5 SAM End of Module Project 1
- Excel Module 5 SAM Project A
- Excel Module 5 SAM Project B
- Excel Module 5 SAM Exam

Due: **Submit assignments via Canvas by, midnight Sunday October 10.**

Take the online test on Chapter 5. It will be available until midnight on Sunday, October 17.

More Business Uses Chapter

Assignment More Business Uses (MBU) Module — This module is written by the professor and is available on her website. Follow the directions in the module to complete it. Do not do the labs yet. They will be assigned next week. You will be submitting only the invoice that you created in the module this week.

Due: Submit invoice from MBU (More Business Uses) chapter via Canvas by, midnight, Sunday, October 24. It will take the professor some time to post all of the points for everyone in the class on Canvas.

More Business Uses, Continued

Assignment for the More Business Uses Module

- More Business Uses Lab 1
- More Business Uses Lab 2
- More Business Uses Lab 3

Due: **Submit your assignment (the three labs) via Canvas by midnight, Sunday, November 7**

Module 6

Textbook Assignments for Module 6 lecture—Creating, Sorting, and Querying a Table (Databases)

Note: “Tables” are known generically as **databases** or **lists**.

- Excel Module 6 SAM training: observe, practice, apply
 - Excel Module 6 SAM Project A
 - Excel Module 6 SAM Project B
 - Excel Module 6 SAM Exam
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Module 6, Continued

Textbook Assignment Continue with your work on Module 6

Due: **Assignments are due midnight, Sunday, November 21**

Test on Chapter 6 – the test will be open all day Sunday, November 28, until midnight

Module 7 is not assigned.

Module 8

Assignment for Module 8—Working with Trendlines, Pivot Tables, Pivot Charts, and Slicers

- Excel Module 8 SAM training: observe, practice, apply
- Excel Module 8 SAM Project A
- Excel Module 8 SAM Exam
- Excel Module 8 SAM
- Practice Final Exam on PivotTables

Due: **Submit assignments via Canvas by, midnight, Sunday, December 5**

Week 16

Prepare for the Module 8 test. **The test will be taken on a Friday, December 10.** This test will serve as the Final Exam.

Pivot table chapter test (serving as the final)

The test will be open all day until midnight on Friday, December 10 for one try. It covers module 8 only.

Note that your last test is on a Friday, December 10, to avoid an overload on Canvas that could possibly take the system down (and leave you high and dry).

FULLERTON COLLEGE
INSTRUCTIONAL COMPUTING
ACCEPTABLE USE POLICY

Fullerton College reserves the right to limit, restrict or extend computing privileges and access to its information resources. All campus computing facilities are to be used in a responsible, efficient, ethical and legal manner in accordance with the mission of Fullerton College.

Failure to adhere to the Acceptable Use Policy may result in suspension or revocation of the offender's privilege of access.

The person in whose name the account is issued is responsible for its proper use. Acceptable uses of the computing resources are activities which support learning and teaching at Fullerton College.

Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law. All data may be viewed by the system administrator in the course of managing the system.

Unacceptable uses of the computer resources include but are not limited to:

1. Violating individuals' right to privacy.
2. Using profanity, obscenity, or language offensive to another user.
3. Reposting personal communications without the author's prior consent.
4. Copying copyright protected material in violation of copyright law.
5. Playing games.
6. Using the network for financial gain, commercial, or illegal activity.
7. Using the network to access material or make individual contacts or communications that are without educational value in the context of the mission of the college.

The network management accepts no responsibility for harm caused by system use. Logging in now acknowledges that you have read this screen, are familiar with its contents, and agree to act in accordance with the above.

Fullerton College
Academic Honesty Policy

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

1. Students shall not plagiarize, which is defined as:
 - A. Stealing or passing off as one's own the ideas or words of another,
 - B. Using a creative production without crediting the source. The following cases constitute plagiarism:
 - Paraphrasing published material without acknowledging the source,
 - Making significant use of an idea or a particular arrangement of ideas, e.g., outlines;
 - Writing a paper after consultation with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledgment,
 - Submitting under one's own name term papers or other reports which have been prepared by others

2. Students shall not cheat, which is defined as:
 - A. Using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the instructor;
 - B. Misreporting or altering the data in laboratory or research projects involving the collection of data.

3. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat. Instructors may deal with academic dishonesty in one or more of the following ways:
 - A. Assign an appropriate academic penalty such as an oral reprimand (as in cases where there is reasonable doubt that the student knew that the action violated the standards of honest); assign an F on all or part of a particular paper, project, or exam (for example, where it was felt that it was a one-time occurrence); or assigning an F in the course as in cases where the dishonesty was serious, premediated, or part of an ongoing scheme.
 - B. Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.

HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL? (Taken from the Class Schedule)

PERSONAL FREEDOM IN HIGH SCHOOL

- Your time is structured by others.
- You can count on your parents and teachers to remind you of your responsibilities and to guide you in setting priorities.
- Guiding principles: You will usually be told what your responsibilities are and are corrected if your behavior is out of line.

HIGH SCHOOL CLASSES

- You spend six hours each day— 30 hours per week— in class.
- Most of your classes are arranged for you.
- You are not responsible for knowing what it takes to graduate.

HIGH SCHOOL TEACHERS

- Teachers approach you if they believe you need assistance.
- Teachers have been trained in teaching methods to assist in imparting knowledge to you, the student.
- Teachers present materials to help you understand the material in the textbook.
- Teachers often take time to remind you of assignments and due dates.

PERSONAL FREEDOM IN COLLEGE

- You manage your own time
- You will be faced with a large number of moral and ethical decisions you have not had to face previously. You must balance your responsibilities and set priorities.
- Guiding principle: You are old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

COLLEGE CLASSES

- You spend 12— 16 hours each week in class. More time will be spent studying, usually two hours for every one hour of time spent in class; if you take 12 units, you will need 24 hours of studying, or 36 hours a week for class activities
- You arrange your own schedule in consultation with a counselor during orientation (new FC students). Schedules tend to look lighter than they really are.
- Graduation requirements are complex and differ for different majors and sometimes for different years. You are expected to know which requirements apply to you.

COLLEGE PROFESSORS

- Professors are usually open and helpful; most expect you to initiate contact if you need help or assistance.
- Professors have been trained as experts in their particular areas of research.
- Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you're studying. They may expect you to relate to the textbook readings.
- Professors expect you to read, save, and consult the course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how it will be graded.

STUDYING IN HIGH SCHOOL

- You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation. You often need to read or hear presentations only once to learn all you need to learn about them.
- Guiding principle: You will usually be told in class what you need to learn from assigned readings.

TESTS IN HIGH SCHOOL

- Makeup tests are often available.
- Teachers frequently rearrange test dates to avoid conflicts with school events.
- Testing is frequent and covers small amounts of material.
- Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.

GRADES IN HIGH SCHOOL

- Grades are given for most assigned work.
- Initial test grades, especially when they are low, may not have an adverse effect on your overall grade.
- Guiding principle: “effort counts.” Courses are usually structured to reward a “good-faith effort.”

STUDYING IN COLLEGE

- You need to study at least 2-3 hours outside of class for each hour in class.
- You need to review class notes and text regularly.
- Guiding principle: It’s up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you’ve already done so.

TESTS IN COLLEGE

- Make-up tests are seldom an option; if they are, you need to request them.
- Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
- Testing is usually infrequent, often cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test.
- Mastery is often seen as the ability to apply what you learned to new situations or to solve new kinds of problems.

GRADES IN COLLEGE

- Grades may not be provided for all assigned work.
- Watch out for your first tests. These are often “wake-up calls” to let you know what is expected— but they also may account for a substantial part of the course grade. You may be shocked when you get your grade.
- Guiding principle: “results count.” Though “good-faith effort” is important in regard to the professor’s willingness to help you achieve good results, it will not substitute for results when the professor is giving you a grade.

Summary of Assignments, Points, and Due Dates for Fall, 2021

| Beginning Excel | | | | | |
|---|-----|------|---|-----|-------|
| Modules | Pts | Due | Modules | Pts | Due |
| Syllabus Quiz | 10 | 8/30 | | | |
| Module 1-Creating Worksheet & Chart | | | Module 5 – Multiple Worksheets & Files | | |
| SAM training: observe, practice, apply | 10 | 9-5 | SAM training: observe, practice, apply | 10 | 10-10 |
| Excel Module 1 SAM end of Module Project 1 | 10 | 9-5 | Excel Module 5 SAM end of Module Project 1 | 10 | 10-10 |
| Excel Module 1 SAM end of Module Project 2 | 10 | 9-5 | Excel Module 5 SAM Project A | 10 | 10-10 |
| Excel Module 1 SAM Project A | 10 | 9-5 | Excel Module 5 SAM Project B | 10 | 10-10 |
| Excel Module 1 SAM Project B | 10 | 9-5 | Excel Module 5 SAM Exam | 10 | 10-10 |
| Excel Module 1 SAM Exam | 10 | 9-5 | | | |
| | | | Test on Chapter 5 | 10 | 10-17 |
| Module 2 – Formulas, Functions, Formatting | | | | | |
| SAM training: observe, practice, apply | 10 | 9-12 | More Business Uses—(MBU) | | |
| Excel Module 2 SAM end of Module Project 1 | 10 | 9-12 | Invoice created from chapter | 10 | 10-24 |
| Excel Module 2 SAM end of Module Project 2 | 10 | 9-12 | MBU lab 1 | 10 | 11-7 |
| Excel Module 2 SAM Project A | 10 | 9-12 | MBU lab 2 | 10 | 11-7 |
| Excel Module 2 SAM Project B | 10 | 9-12 | MBU lab 3 | 10 | 11-7 |
| Chapter 1 and 2 Module 2 SAM Exam | 10 | 9-12 | | | |
| | | | Module 6 —Databases | | |
| Test on Chapter 1 and 2 | 20 | 9-19 | SAM training: observe, practice, apply | 10 | 11-21 |
| | | | Excel Module 6 SAM Project A | 10 | 11-21 |
| Module 3 – Large Worksheets, etc. | | | Excel Module 6 SAM Project B | 10 | 11-21 |
| SAM training: observe, practice, apply | 10 | 9-19 | Excel Module 6 SAM Exam | 10 | 11-21 |
| Excel Module 3 SAM end of Module Project 1 | 10 | 9-19 | | | |
| Excel Module 3 SAM end of Module Project 2 | 10 | 9-19 | Test on Chapter 6 – no test on MBU | 10 | 11-28 |
| Excel Module 3 SAM Project A | 10 | 9-19 | | | |
| Excel Module 3 SAM Project B | 10 | 9-19 | WE WILL NOT DO MODULE 7. | | |
| Excel Module 3 SAM Exam | 10 | 9-19 | | | |
| | | | Module 8—PivotTables | | |
| Module 4 – Financial Functions, etc. | | | SAM training: observe, practice, apply | 10 | 12-5 |
| SAM training: observe, practice, apply | 10 | 9-26 | Excel Module 8 SAM Project A | 10 | 12-5 |
| Excel Module 4 SAM end of Module Project 1 | 10 | 9-26 | | | |
| Excel Module 4 SAM Project A | 10 | 9-26 | Test on Chapter 8 - Final | 10 | 12-10 |
| Excel Module 4 SAM Project B | 10 | 9-26 | | | |
| Excel Module 4 SAM Exam | 10 | 9-26 | | | |
| | | | | | |
| Test on Chapters 3 and 4 | 20 | 10-3 | | | |

You can see from the table above that it is much more important that you get your assignments in on time than get perfect test scores. Remember that your grade is not based on the total points available.