



Agricultural and Applied Economics (AAE) 335

Introduction to Data Analysis using Spreadsheets

1. Administrative Details

Credits:	2
Instructional mode:	Asynchronous Online
Time/location:	Asynchronous Online
Semester:	Fall 2023
Duration:	10 weeks (September 6 th – November 12 th)
Prerequisites:	None
Instructor:	Jordan van Rijn, PhD
E-mail:	vanrijn@wisc.edu
Office:	Taylor Hall Room 318
Office hours:	Tuesdays 2 - 3pm & Wednesdays 10 – 11am <i>Note: I plan to hold office hours in person in my office but can also meet via Zoom if preferred—please e-mail to request a Zoom meeting.</i>
Class website:	https://canvas.wisc.edu/courses/374659

Please contact me by e-mail if you have any questions or concerns. I commit to responding to e-mails within 24 hours during the week and 48 hours on weekends/Holidays. I also encourage you to stop by my office hours in person or via Zoom.

2. Course description

Introduction to data analysis for social scientists using spreadsheets software—with specific applications to economics, business and finance—including data management and manipulation; formulas and calculations; data visualization and presentation using charts, graphics and maps; statistical and visual analysis of economic indicators using tables, functions, graphs and descriptive statistics; and optimization of functions with economic and financial data.

3. Learning Objectives & Outcomes

The ability to analyze data using spreadsheet software—such as Microsoft Excel—is critical for performing numerous important tasks in business, finance, economics, statistics and related fields in the social sciences. Most careers in these fields and many others require at least a basic understanding of managing and analyzing data using spreadsheets. Some important applications include database management, statistical analysis, graphical presentation of data, and business intelligence, among others.

This course aims to provide students with an introduction to data analysis using spreadsheet software (in this case, Microsoft Excel) and is primarily intended for students in the social sciences (e.g., economics, business, finance) with zero or little prior experience with spreadsheets. By the end of this 2-credit course, students will be able to manage the basic navigation of Excel, enter and manipulate data, perform basic calculations, format data, create tables, perform descriptive statistics (e.g., average, sum, median), create and interpret charts and other visual graphics, and optimize and analyze data dynamically using Solver, Goal Seek and PivotTables. The course also aims to provide students with the foundational knowledge of spreadsheets as applied to economics, business and finance, so that they can quickly learn more advanced techniques used in upper-level AAE courses, such as *AAE 419: Agricultural Finance*, *AAE 421: Economic Decision Analysis* and *AAE 526: Quantitative Methods in Agricultural & Applied Economics* (as well as related advanced courses in other departments, such as Finance, Economics and Business).

The course will rely heavily on practical examples and assignments related to finance, business and economics. For example, students will create a personal budget in Excel, analyze business revenue and expenses, and graphically display economic data, such as indicators of inflation, gross domestic product (GDP) and employment. Thus, a secondary goal of the course is to provide students with sufficient experience with data analysis in Excel so as to be able to design and create tools that can help them analyze and manage their personal and/or business's finances, and be able to download, analyze and present economic and financial data.

Student Learning Outcomes:

Specifically, by the end of the course students should be able to:

- Navigate the basic Excel software, download and manipulate economic and financial data, and create basic formulas and functions.
- Create, refine and interpret Excel charts and other graphics with real world economic and financial data, and display and organize data using tables and PivotTables.
- Present, analyze and interpret trends and relationships among and between various economic indicators, and identify optimal solutions using Solver and

Goal Seek.

4. Required Textbook & Software

4.1 Textbook

The only required textbook for this course is *Microsoft Excel 2019 Step by Step* by Curtis Frye (ISBN: 1509307672), Microsoft Press, Redmond, Washington. This text or its e-version can be purchased directly from [Microsoft](#) or [Amazon.com](#). As I prepare this, the textbook is available for \$19.95 at Amazon and \$25.59 from Microsoft Press. You will also need to download the practice files associated with the text at this link: https://www.microsoftpressstore.com/content/images/9781509307678/downloads/9781509307678_PracticeFiles4.zip.

4.2 Software

The software for this course is Microsoft Excel 2019, which is available to download for free from the [UW Campus Software Library](#). You will also need to download Microsoft Word and PowerPoint, which should download together in the Microsoft 365 suite. Although we will be using Excel, the general knowledge gained is easily extendable to other spreadsheet software, such as Google's [Sheets](#) and Apple's [Numbers](#).

It is my understanding that starting in 2016, Excel in Microsoft Windows is very similar to Excel using Mac. However, some differences may exist, and in my experience these differences can prove challenging for students learning Excel with Apple computers. For consistency, we will be using the Microsoft Excel version for PC computers (e.g., in Windows). For students using Apple computers, I would recommend one of the following options:

1. Use *Microsoft Excel in Windows in a [UW Computer Lab](#)*. If you choose this option, you will need to be careful to save your work and maintain a copy in your e-mail, [Wisc Box](#) or other repository.
2. Use *Excel on your personal Apple computer*. If there appears to be a difference between what I am teaching and the formulas on the Mac version, notify me and search for a solution online. I will do my best to support you but cannot guarantee that I'll be able to help with technical questions.
3. Use a [dual-boot system](#) to access both Windows and Mac operating systems on your personal computer. The [DOIT Help Desk](#) should be able to help with changing your computer's setup to allow this option.
4. Install the [Parallels Desktop for Mac software](#). This allows you to run Windows apps on Mac computers and the student version is \$79.99.



I recommend that you choose one of these options as early in the semester as possible to ensure that you are ready to go well before the first assignment is due.

5. Course Requirements & Grading

The distribution of points for your final grade in this course is as follows:

Quizzes (15)	30%
Discussion board posts	20%
Assignments (5)	50% (10% each)

Grades will be allocated as follows:

A	94% - 100%
AB	87% - 93%
B	80% - 86%
BC	74% - 79%
C	68% - 73%
D	60% - 67%
F	< 60%

5.1 Course videos & quizzes

Since this is an online course, the main mode of instruction is online instructional videos that I have recorded. As with any course, it is imperative that you **view all of the video lectures** in sequence and in a timely manner. To help the class progress at a comparable pace, I will release the videos in bi-weekly modules. Each video is approximately 10 – 15 minutes in length and you are encouraged to stop, replay and review the videos as needed to fully understand the material.

30% of your grade will be based on **bi-weekly quizzes** based on the material in the videos and related reading assignments. The quizzes are multiple choice and are not intended to be tricky or overly difficult but simply to ensure that you have viewed the videos and completed the required reading material. Quizzes will also be immediately available on the course website at the start of every weekly module and can be completed anytime up to the end of the module, at which point the quiz will be closed and you will receive a 0% if not completed by then. Quizzes must be completed independently but you can refer to the textbook and videos (open book). However, they are timed such that you will not have sufficient time to look up all of the answers and should not simply rely on the textbook.

5.2 Class participation & discussions

Although this is an online course, it is helpful to you and other students if we can create as collaborative and interactive a learning environment as possible. To encourage you in this, I will post **weekly prompts and questions on Canvas's Discussion site** related to the material that we are studying. Some examples of questions and topics may include:

1. Search online for news articles where there is data analysis used in the article. How is it being used? What skills from the course can you identify in the article? Do you agree with the analysis?
2. Find an example of one or more of the following graphs in a news article: histogram, dual axis graph, stacked column graph. What does the graph tell us about the data?
3. Here is a video from the news about a contemporary economic issue. What types of graphs were used in the report? What examples of data analysis was used? What specific tools that we've learned in the class can you identify?

For full credit, for each discussion board post you should **either answer the prompt directly or respond to two of your classmates' posts**. This means that you should post at least once every week. Discussion comments must be substantive and contribute to the overall discussion. In general, I will wait for students to answer questions of other students before posting myself. You will also be asked to **post a brief introduction** to yourself in Week 1 stating your major (or intended) major, interest in the course and how you hope to use data analysis and spreadsheets in your future goals and career (this counts as one of your five posts). Class participation will constitute 20% of your grade, but I will also keep in mind students that are particularly helpful when considering marginal grades. Finally, if you miss a discussion post you can make it up during a subsequent week by posting twice; however, you cannot post more than two times during a week.

5.3 Assignments

There will be **five assignments** throughout the course (one every two weeks). You will have two weeks to work on each assignment but must submit your completed spreadsheets by 11:59pm on the posted due date. Each assignment is worth 10% of your grade (50% total). The assignments will build on each other and follow the material in the videos and textbook. Generally, they will cover the following topics:

Assignment #1: Excel basics, including creating a workbook, modifying a workbook, entering data, creating tables, and basic calculations.

Assignment #2: Introduction to data management and applications of



spreadsheet software in finance, including sorting and filtering data, downloading data, analyzing and manipulating data using basic formulas and functions, creating a personal budget, and applying financial formulas.

Assignment #3: Data visualization and presentation using economic indicators, including creating and refining charts and other graphics, downloading economic and financial data, and interpreting trends and relationships between economic variables.

Assignment #4: Applying data analysis skills to contemporary news. Students will find a contemporary news article related to economics, finance or business that includes a graph with publicly available data. Students will then recreate the graph, interpret the results, and critique the news article based on skills learned in the class.

Assignment #5: Data optimization, mapping and advanced statistical analysis using PivotTables, Solver and the “Data Analysis add-in”.

If you have trouble with a particular assignment, feel free to contact me via e-mail, visit me during office hours, or post your question to the course website. You may also work on the assignments in groups as long as you do not directly copy each other’s work or share files—each student must turn in his or her own spreadsheet. Copying another student’s spreadsheet is not allowed and will be dealt with per UW policies and procedures. At a minimum, no credit will be given for the plagiarized material and a report will be forwarded to the Dean of CALS. Given the nature of the assignments, it will be very clear if there is direct copying or sharing of files.

Late Assignments: Quizzes will be available in Canvas at the start of each module and open until the end of each module (two weeks in total). After that, the quizzes for that module will be closed and you will receive 0% for that quiz. For other late assignments you can turn them in past the deadline but I will deduct 10% of the total grade for each day that they are turned in past the deadline for up to three days. However, please let me know if you have any extenuating circumstances—especially if you are ill or have a health or family emergency—and I will do my best to accommodate your situation.

6. Course Outline

The course is organized into five bi-weekly modules (10 weeks total) in the following general areas:

Module 1: Introduction to Spreadsheets and Working with Data in Excel

Module 2: Data Management and Applications in Finance

Module 3: Data Visualization and Presentation of Economic Indicators

Module 4: Data Optimization and more Advanced Statistical Analysis

Module 5: PivotTables, Mapping & Forecasting

A more detailed list of topics with the corresponding videos and related tasks is found below.

Module/Weeks	Topics	Videos	Tasks
Module 1 Weeks 1-2	Excel basics Work with data Functions Formulas Downloading data	Welcome (~5 mins.) Syllabus review (~20 mins.) Overview of course website (~13 mins.) Intro. to spreadsheets Part 1 (~15 mins.) Intro. to spreadsheets Part 2 (~15 mins.) Working with data Part 1 (~15 mins.) Working with data Part 2 (~15 mins.) Intro to Tables (~15 mins.) Intro to formulas & functions (~15 mins.) Data sources & downloading data (~20 mins.) Conditional formulas & errors (~15 mins.)	Read Chs. 1-3 Post introduction on Canvas Quizzes 1-3 Assignment #1
Module 2 Weeks 3-4	Appearance Formatting Reordering data Look up info Basic finance	Workbook appearance (~10 mins.) Conditional Formatting (~9 mins.) Example: Creating a Personal Budget (~15 mins.) Filtering data (~12 mins.) Sorting data (~7 mins.) Look up info / vlookup (~15 mins.) Finance basics (~15 mins.)	Read Chs. 4-6 Quizzes 4-6 Assignment #2
Module 3 Weeks 5-6	Charts & graphics Graphs in PowerPoint Graphs in Word Alternative data sets Quick Analysis	Intro to Graphs: Bar Chart (~19 mins.) Example #2: Stacked Column (~15 mins.) Graph Example #3: Multiple Category Line Graph (~17 mins.) Graph Example #4: Combo / Dual Axis Graph (~15 mins.) Graph Example #5: Clustered Column (~13 mins.)	Read Chs. 8-9, 13 Assignment #3 Quizzes 7-9

		Graph Example #6: Scatter Plot Quadrant Analysis (~13 Mins.)	
		Graph Example #7: Line Plus Bar Graph (~9 mins.)	
		Graph Example #8: Forecast Graph (~10 mins.)	
		Working with Excel Charts in MS Word (~16 mins.)	
		Quick Analysis (~10 mins.)	
Module 4 Weeks 7-8	Optimization Data Tables Descriptive Stats Advanced Stats	Data Tables #1: Intro (10 mins.) Data Tables #2: Finance Example (16 mins.) Goal Seek (~5 mins.) Solver (~19 mins.) Data Analysis: Descriptive Statistics (~11 mins.) Data Analysis: Histogram (~18 mins.) Data Analysis: T-test of means (~10 mins.) Data Analysis: Regression (~18 mins.)	Quizzes 10-12 Assignment #4
Module 5 Weeks 9-10	PivotTables Mapping Printing Forecasting	PivotTables - Introduction (~8 mins.) PivotTables - More advanced (~9 mins.) Printing (~9 mins.) Maps #1: Introduction (~10 mins.) Maps #2: Using Data & 3D Maps (~15 mins.) Forecasting (~20 mins.) Forecasting #2 (~7 minutes) Custom number formatting (~9 mins.) ChatGPT in Excel (~18 minutes)	Read Chs.10-11 Quizzes 13-15 Assignment #5

7. Other Resources

7.1 Lynda / LinkedIn Learning

While all of the material necessary to succeed in this course is included in my online lectures and the textbook, it is often helpful to have additional resources for students that want to spend more time with the material or experience an alternative/additional explanation. Fortunately, there are many online resources that can help if you are struggling with learning Excel. One helpful resource is [LinkedIn Learning](#) (previously Lynda), which includes an extensive online database of videos for learning Excel (and other software).

7.2 Youtube

In addition to *LinkedIn Learning*, there are numerous free [Youtube](#) videos that also explain various functions and methods in Excel. You can easily search for these videos by typing the desired topic into the Youtube search bar (i.e., “[vlookup](#)” or “[PivotTables](#)”). Some Youtube playlists that you might find helpful include:

1. [*Excel for Beginners*](#) by Technology for Students and Teachers
2. [*Intro to Excel*](#) by FreeTutorials
3. [*Microsoft Excel 2016 Tutorial for Beginners*](#) by Subjectmoney

7.3 Statistics: Khan Academy

While there are no prerequisites for this course, some basic knowledge of statistics—such as averages and medians—is necessary to fully understand the material. In my videos, I will review all of the statistics necessary for the course, but if you feel you need additional resources, the [Khan Academy](#) is an excellent source of video tutorials on statistics (and many other topics). You can easily search their videos for any topic you might be having trouble with (e.g., “[medians](#)”).

8. How Course Hours are Met by the Course

In accordance with the [UW-Madison Credit Hour Policy](#) (b), it is expected that students in this course will engage in at least 90 hours of learning activities (45 hours per credit), including viewing weekly instructional videos, taking quizzes, five at-home assignments, weekly reading and studying of the textbook and class participation. Specifically, students should expect to spend at least 3.0 hours per week, on average, viewing and replaying the instructional videos (30 total hours); 2.0 hours per week reading the textbook and reviewing important material (20 total hours); 1.0 hour per week preparing for and taking weekly quizzes (10 total hours); and 30 minutes per week engaging in class participation (i.e., posting questions and answers to the course website, and reading others’ posts) (5 total hours). In addition, students should spend at least five hours on each of the five assignments (25 total hours). For a 10-week course, this means at least 9 hours per week of dedicated study time.

9. Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the



Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

10. Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the second week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

11. Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>