COURSE INFORMATION

Special Topics
A A E 375 003 (4.0 Credits)
Fall 2018-2019 [1192]

Description
Special topics on contemporary issues relevant to agricultural and applied economics. Enroll Info: None

Prerequisite(s)
None

Instruction Mode
Online Only

Department: AGRICULTURAL AND APPLIED ECON
College: Agriculture and Life Sciences

Canvas Course URL
https://canvas.wisc.edu/

2018-2019 Fall [1192]
Term Start Date: Wednesday, 5-Sep-2018 Term End Date: Wednesday, 2-Jan-2019

Location and Schedule:
CRN: 108000347

How the Credit Hours are Met
For this semester this is a 2 credit course. Each student will engage in 45 hours per credit of learning activities for the semester

INSTRUCTORS AND TEACHING ASSISTANTS

Instructor
Brian GOULD
BWGOULD@WISC.EDU

Instructor Availability
My office hours will be held on Mondays from 9:00 – 11:00 am and on Thursdays from 5:30 – 6:30 pm. I will be available in-person and online on Mondays and online only during the Thursday session. Online access can be obtained by using the following web-conferencing URL. These sessions will provide an opportunity for you to ask questions and to interact with others enrolled in the course. The following is the location of my office and my office phone number:
Office location: Room 421, Henry Taylor Hall
Office Phone: 263-3212

GRADING AND COURSE MATERIALS

Course Learning Outcomes (CLOs)
Grading

Your grade will be determined by your reviewing the assigned videos, which we can monitor, and by the completion of spreadsheet oriented assignments. The following Table provides a summary of the evaluation system I will use. So that everyone proceeds at approximately the same pace, I will release the course assignments at approximately three week intervals. All assignments should be submitted to assignment DropBoxes located within the Learn@UW website, usually by 11:59 pm of the due date. Given the amount of time given for assignment completion (i.e., 1 assignment due every 2 weeks), I have a policy of No Late Assignments being accepted. Refer to the general course syllabus for more detail.

### How Your Grade

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Discussion Sessions

There is no formal discussion section for this course.

Required Textbook, Software, & Other Course Materials


This text or its e-version can be purchased directly from Microsoft or major publishing firms/services. The text citations shown below in the detailed course listing was obtained from the e-version purchased from Pearson publishers.

**EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK**

**Homework & Other Assignments**

Your grade will be determined by your reviewing the assigned videos, which we can monitor, and by the completion of spreadsheet oriented assignments. The following Table provides a summary of the evaluation system I will use.

So that everyone proceeds at approximately the same pace, I will release the course assignments at approximately three week intervals.

All assignments should be submitted to assignment DropBoxes located within the Learn@UW website, usually by 11:59 pm of the due date. Given the...
amount of time given for assignment completion (i.e., 1 assignment due every 2 weeks), I have a policy of **No Late Assignments** being accepted.

The table to the left shows assignment due dates. The expectation is that all videos will be reviewed prior to undertaking these assignments. As indicated above, as manager of the course playlist we can monitor viewing patterns. I would suggest that you do not wait until just before the due date to start an assignment as they may be more difficult than anticipated. Again, **late assignments will not be accepted**.

To make my life easier I would like you to use the following naming convention when submitting spreadsheet or document files to course DropBoxes. For example, suppose I have supplied you a spreadsheet file with the name: `example1.xlsx`. If you want to hand in a revised version of this file, you should use something like the following file naming convention: `R_LastName_example1.xlsx` where you insert your first name initial (`R`), full last name (`LastName`) and a general file name (`Example1`). Refer to General Course syllabus for more detail.

## ACADEMIC POLICIES

### 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 [https://conduct.students.wisc.edu/academic-integrity/](https://conduct.students.wisc.edu/academic-integrity/)

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

**McBurney Disability Resource Center syllabus statement:** “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 faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [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](http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php)

### DIVERSITY & INCLUSION

**Institutional statement on diversity:** “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/](https://diversity.wisc.edu/)
Introduction to Spreadsheet Fundamentals and Applications

Agricultural and Applied Economics 375(03)

Instructor

Prof. Brian W. Gould
Room 421, Henry Taylor Hall
427 Lorch Street
Phone: 263-3212
Email: bwgould@wisc.edu

Class Website

Located within the Learn@UW (https://learnuw.wisc.edu) system accessible from your MyUW (http://my.wisc.edu) desktop. This is the first semester that I am using the Canvas system so please be patient. Let me know immediately if there is a problem with the website!

Office Hours

My office hours will be held on Mondays from 9:00 am – 11:00 am and Thursdays from 8:00 am – 10:00 am. I chose these early hours thinking that there would be fewer class conflicts. I am usually available starting @ 7 am for you early risers and may be available to help you prior to the above times. If you cannot connect with me during these times we can set up an appointment if I am available. I will be available in-person and online. Online access can be obtained by using this web-conferencing URL.
Why This Course?

Having the experience of working with spreadsheets, whether EXCEL or some other system, is a positive asset when seeking out one's first professional employment. Many of my advisees have indicated that having a background in using spreadsheets (regardless of exact software) is a real advantage and provides an opportunity for much discussion during the interview process.

Modular Course Set-Up

There are 7 modules to this course. You can access these modules by accessing the associated section of the course website. In each module section is a detailed course syllabus, module assignments and any associated quizzes. There are extensive links to videos, files and other websites in the syllabus document. I may add links to additional material that is not contained in each module’s syllabus. Again, give that this is the first semester of using Canvas, let me know if there are missing links or links are not working properly.

Spreadsheet Use

We are going use the EXCEL software system for this course. Although we are using EXCEL, the general knowledge gained by using this software is easily extendable to other spreadsheet systems such as Google’s SHEETS (https://www.google.com/sheets/about/) and Apple’s NUMBERS (http://www.apple.com/mac/numbers/) spreadsheet software.

For those of you who do not currently have EXCEL installed on your personal computer, as UW students you have free access to the Office 2016 installation files. These can be downloaded from the UW Campus Software Library (https://techstore.doit.wisc.edu/product.asp?login=D&itemnum=SV10464). My understanding is that starting with the 2016 version there is very little difference between Mac vs. Windows based versions of MS Office.[1] That said, last semester we discovered a couple of features available in the Windows version but not in the Mac version. Regardless if you are using a Windows or Mac computer, you need to install EXCEL 2016.

If you use a Mac computer I have identified a couple of options that can be used if you want to run the Windows version of EXCEL on your computer.[2] One method is to create what is referred to as a dual-boot system (http://www.laptopmag.com/articles/dual-boot-system).
boot-windows-os-x-mac to access both Windows and Mac operating systems. The DOIT Help Desk should be able to help with changing your computer’s setup. A second method for running Windows apps on Mac computers is to install the Parallels Desktop® for Mac software. You can try this software for free. If you would like to purchase, the student version costs $79.99. There are two student versions available: (i) Current Version Only which is not eligible for free upgrades or (ii) a 1-Year Subscription that enables you to receive free upgrades to newer versions and allows for remote access to your Mac from any iOS/Android device or browser. These versions differ in price. I have received mixed reviews concerning this software mainly centered on the amount of computer resources used by this system. You still may want to give it a try. As an alternative you may want to find access to a Windows based computer or use a campus computer lab.

EXCEL Training Videos

We will utilize the Lynda.com website as well as other on-line resources focused on the use of EXCEL for data analysis, graphical representations and report generation. For those of you not familiar with the Lynda.com website, it consists of an extensive collection of prerecorded video-based software tutorials for an amazingly large number of software systems.

As a member of the UW community you have unlimited access to the Lynda.com website. You should take advantage of this license not only for this course but also for any other software related issues in other courses or in your personal activities. To utilize the UW site license you must first login to your MYUW account and add the Lynda.com app to your MyUW webpage. You do this by clicking on the MyUW Add more to home button as shown in the lower right of the following default MyUW front-page:

After you have added the Lynda.com app, click on its icon on your MyUW webpage:
Warning: Do not go to Lynda.com directly from your web browser. To access the AAE375 video playlists, you must access Lynda.com from within your MyUW page. Once you click on the Lynda.com icon from within MyUW, you should be directed to a login form where you input your UW NetID information. For additional information refer to this Dot Knowledgebase document (https://kb.wisc.edu/search.php?q=lynda.com) which contains a series of questions/answers concerning how to access Lynda.com. For a general overview of the Lynda.com website, access the short video How to Use Lynda.com (http://www.lynda.com/Business-tutorials/How-use-Lynda-com/77683-2.html?srchtrk=index:1%0Alinktypeid:2%Aq:how%2Bto%2Buse%2Blynda.com%0Apage:1%0As:relevance%0Asa:true%0A) once you have logged into the Lynda.com website.

Once you login to Lynda.com, in the upper right of your screen you should see something similar to figure shown to the right:

Access this pull-down menu. When you click on the above menu item a listing of the playlist(s) to which you have been assigned is provided.[4]

Feel free to access any other video presentations/courses on topics not covered by the predefined AAE375 playlists or for more detail of covered topics. If you find this additional material useful (or any other internet based information) let me know and I will add it to our class resource collection.

Required Textbook

The textbook we will use for this class is:

This text or its e-version can be purchased directly from Microsoft or major publishing firms/services. The text citations shown in the detailed course listing was obtained from the e-version purchased from Pearson publishers.

**Grading**

Your grade will be determined by (i) your reviewing the assigned videos which we can monitor (ii) completing short quizzes that specifically target assigned videos and (iii) completion of section assignments that require development and use of these spreadsheets. There is one assignment per major course section. The following Table provides a summary of the grading system I will use:

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing Assigned Videos</td>
<td>15</td>
</tr>
<tr>
<td>Section Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Completion of Section Assignments</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

So that everyone proceeds at approximately at the same pace, I will release the course assignments at set times. All assignments should be submitted to assignment DropBoxes located within the Learn@UW website, usually by 11:59 pm of the due date. Given the amount of time given for assignment completion (i.e., 1 assignment due every 2 weeks), I have a policy of **No Late Assignments** being accepted.
The table below is used to show quiz/assignment due dates. The expectation is that all videos will be reviewed prior to undertaking these assignments. As indicated above, as manager of the course playlist we can monitor viewing patterns. I would suggest that you do not wait until just before the due date to start a quiz/assignment as they may be more difficult than anticipated. Again, late quizzes/assignments will not be accepted.

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Grade Item</th>
<th>Available Date</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>I</td>
<td>Assignment</td>
<td>5-Sep</td>
<td>19-Sep</td>
</tr>
<tr>
<td>II</td>
<td>Quiz</td>
<td>17-Sep</td>
<td>26-Sep</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td></td>
<td>3-Oct</td>
</tr>
<tr>
<td>III</td>
<td>Quiz</td>
<td>1-Oct</td>
<td>10-Oct</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td></td>
<td>17-Oct</td>
</tr>
<tr>
<td>IV</td>
<td>Quiz</td>
<td>15-Oct</td>
<td>24-Oct</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td></td>
<td>31-Oct</td>
</tr>
<tr>
<td>V</td>
<td>Quiz</td>
<td>29-Oct</td>
<td>7-Nov</td>
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<td>Assignment</td>
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<td>14-Nov</td>
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<td>VI</td>
<td>Quiz</td>
<td>12-Nov</td>
<td>21-Nov</td>
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<td>Assignment</td>
<td></td>
<td>28-Nov</td>
</tr>
<tr>
<td>VII</td>
<td>Quiz</td>
<td>26-Nov</td>
<td>5-Dec</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td></td>
<td>12-Dec</td>
</tr>
</tbody>
</table>

To make my life easier I would like you to use the following naming conventions when submitting spreadsheet/document/pdf/etc. files. Suppose I have supplied you a spreadsheet file with the name: example1.xlsx. If you want to hand in a revised version of this file, you should use something like the following file naming convention: FN_LN_Example1.xlsx where you insert your first name (FN), last name (LN) and a general file name (Example1).

**Plagiarism**

I take plagiarism very seriously. That said, I encourage students to interact with one another so as to exchange ideas and make completing assignments much easier. Apart from this, my expectation is that you will hand in your own work. Copying another student's spreadsheet is not allowed and will be dealt with per UW policies and procedures. At the minimum, no credit will be given for the plagiarized material and a report will be forwarded to the CALS Dean for further action.
Disability Access

All students are welcome in this class, regardless of disability status. In order to receive disability-related academic accommodations, students must first be registered with the McBurney Disability Resource Center. Students who have or think they may have a disability are invited to contact the McBurney Center for a confidential discussion at 608-263-2741 (phone), 608-225-7956 (text), or by email at mcburney@studentlife.wisc.edu. If you have already registered with the McBurney Center, and if you wish to request any accommodations on the basis of disability, you should schedule an office appointment me within the first two weeks of the semester.

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[1] One feature that may not be available on MAC computer systems under Excel 2016 is EXCEL’s **IFS** function. The **IFS** function checks whether one or more conditions are met and returns a value that corresponds to the first TRUE condition. The **IFS** function can replace multiple nested **IF** statements, and is much easier to read with multiple conditions. Last semester we also discovered that for the versions available to the UW community, **Pivot Charts** cannot be created when using the MAC Excel 2016 version. If you discover other problems with availability of specific functions please let me know.

[2] I am sure there are other alternatives. Feel free to use whatever system works for you.

[3] Being primarily a Windows user, I have not used this software and cannot provide much assistance with its use.


Official Syllabus

The **Official Syllabus** is a UW-Madison tool allowing instructors to enter official syllabus information for a course in a consistent format, as all syllabi must feature the same [standard information](https://teachlearn.provost.wisc.edu/course-syllabi/).

When first opened, the Official Syllabus template is pre-filled with data from the official course offering. Remaining information will need
to be entered using the Edit button. To submit an official syllabus and make it visible to students, it must be published. See [this document](https://kb.wisc.edu/luwmad/page.php?id=78761) for instructions on using the Official Syllabus.

### Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due by</th>
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<tbody>
<tr>
<td>Wed Sep 19, 2018</td>
<td><a href="https://canvas.wisc.edu/courses/103362/assignments/348650">Assignment I</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Sun Sep 30, 2018</td>
<td><a href="https://canvas.wisc.edu/courses/103362/assignments/415564">Quiz #1 submission</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://canvas.wisc.edu/courses/103362/assignments/414271">Quiz #1: Summerizing Data That Meets Specific Criteria</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Wed Oct 3, 2018</td>
<td><a href="https://canvas.wisc.edu/courses/103362/assignments/348651">Assignment II</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Wed Oct 10, 2018</td>
<td><a href="https://canvas.wisc.edu/courses/103362/assignments/415753">Quiz #2: Some Simple PivotTable Actions</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Wed Oct 17, 2018</td>
<td><a href="https://canvas.wisc.edu/courses/103362/assignments/348652">Assignment #3: Working with Data and Pivot Tables</a></td>
<td>11:59pm</td>
</tr>
<tr>
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<td><a href="https://canvas.wisc.edu/courses/103362/assignments/348653">Homework 4</a></td>
<td>11:59pm</td>
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<tr>
<td></td>
<td><a href="https://canvas.wisc.edu/courses/103362/assignments/348654">Homework 5</a></td>
<td>11:59pm</td>
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