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ABSTRACT

This instructional unit is intended to assist teachers in helping students learn to use electronic spreadsheets. The 11 learning activities included, all of which are designed for use in conjunction with Multiplan Spreadsheet Software, are arranged in order of increasing difficulty. An effort has been made to include problems applicable to each of the following areas: basic business, secretarial, administrative support, information processing, marketing, and accounting. Topics covered in the individual lessons include operating a spreadsheet program, formatting an electronic spreadsheet, entering and saving data, creating a new electronic spreadsheet from an existing one, rearranging and replacing data, changing data on an electronic spreadsheet and understanding the effect of new "what if" projections, printing an electronic spreadsheet, entering formulas, copying data, printing tables, making interest projections, and organizing and creating a new spreadsheet by integrating all of the aforementioned concepts. Each lesson includes a lesson title, objectives, list of needed teaching aids and references, teaching outline, outcomes, learning activity, instructions, and reference data necessary to complete the activity.
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COMPUTER APPLICATIONS:

USING

ELECTRONIC

SPREADSHEETS

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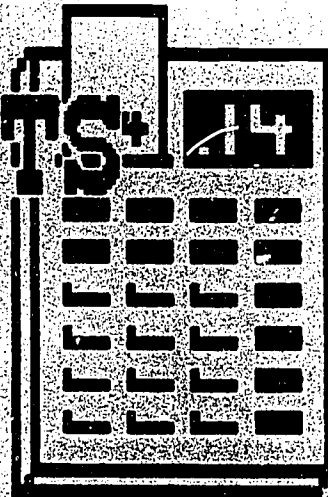
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COMPUTER APPLICATIONS
Spreadsheet

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ELECTRONIC SPREADSHEETS

One of the pieces of software that has revolutionized the business world is known as the "electronic spreadsheet." This type of software first came on the market in 1978. In the six years that electronic spreadsheets have been available, they have given accountants and all business professionals the capability of using the computer to improve decision-making. In this day and age, it is a prerequisite for all accounting and business professionals to have a knowledge of "electronic spreadsheets."

The first electronic spreadsheet was VisiCalc from VisiCorp. Other popular spreadsheet packages are MultiPlan and SuperCalc.

The second generation of electronic spreadsheet packages found the integration of graphics and data base management with the electronic spreadsheet. Examples of these integrated software packages are Lotus 1-2-3 and SuperCalc3.

The third generation of integrated packages includes not only graphics, data base management, and spreadsheet capabilities, but also word processing. Examples of these include Symphony, an upgrade of Lotus 1-2-3, and Framework from Ashton-Tate Corporation.

What is an electronic spreadsheet, and why has it become so popular in the business world? Effectively, the electronic spreadsheet has replaced the use of the 10-column worksheet, pencil, and 10-key adding machine. Any type of financial

information that was previously prepared on columnar working paper can now be prepared with the use of the electronic spreadsheet. The electronic spreadsheet not only eliminates tedious, manual calculations, but its real beauty lies in its ability to perform "what-if" computations. In today's highly competitive business world, in order to make good business decisions, professionals need to know not only the current status but also what will happen if certain variables change. In the current employment marketplace, the individual who has electronic spreadsheet knowledge is going to have an edge over those who do not.

This unit has been developed to assist the teacher in the instruction of electronic spreadsheets. It is assumed that the teacher is acquainted with one of the more popular spreadsheet packages that are available. Since the problems progress from very simple to complex, the unit can be taught as is, or if the students are already familiar with electronic spreadsheets, the teacher may want to select individual problems to integrate into his/her classes. We have attempted to include problems which are applicable to each of the six programs--Basic Business, Secretarial, Administrative Support, Information Processing, Marketing, and Accounting. We also have attempted to keep the instructions as generic as possible so that the teacher can adapt the problems to the specific electronic spreadsheet package that he/she is using.

HELPFUL HINTS

To help you teach the unit on the electronic spreadsheet or to use one or several of the learning activities, some hints have been listed to aid you in each lesson.

It will be advantageous for you to prepare the following handouts for the students as a reference guide: Functions, Commands, Special Key Uses, and Mathematical Operations. This will enable a student to have a copy as a quick reference for editing or developing a spreadsheet. Examples of handouts used for the MULTIPLAN SPREADSHEET SOFTWARE PROGRAM are attached to Lesson 1. These should be edited for your software program and distributed in Lesson 1.

In the instruction sheets or learning activities, a notation is given as R2C1. This particular notation indicates the cell located at Row 2 Column 1. Whenever R and C are used with a number, it indicates rows and columns. In Lotus 1-2-3 and VisiCalc, R2C1 would be indicated as cell location A2.

The length of time will vary from 3 to 4 weeks depending on the level of the students, the amount of previous computer experience, and the length of time in one class period.

SUGGESTIONS FOR USES OF EACH LEARNING ACTIVITY IN THE DIFFERENT BUSINESS AREAS.

Basic Business	Secretarial	Administrative Support	Information Processing	Marketing	Accounting
LAP 1	LAP 1	LAP 1	LAP 1	LAP 1	LAP 1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5				5	5
6	6				6
7				7	7
8	8	8	8		
9				9	9
10					10

Some spreadsheet software programs available on the market are:

MULTIPLAN
 A.P.P.L.E. SPREADSHEET
 LOTUS 1-2-3
 VISICALC
 SUPERCALC
 APPLE WORKS
 SYMPHONY
 MAGIC CALC
 PFS: PLAN
 BASIC CALC

BEHAVIORAL OBJECTIVES FOR SPREADSHEET UNIT

The student will be able:

1. To state the advantages and disadvantages of using an electronic spreadsheet.
2. To introduce the operational mechanics of the spreadsheet program.
3. To format an electronic spreadsheet.
4. To enter data on an electronic spreadsheet.
5. To enter formulas on an electronic spreadsheet.
6. To utilize the COPY command.
7. To utilize the SAVE command.
8. To print a copy of the electronic spreadsheet.
9. To delete and replace data on an electronic spreadsheet.
10. To rearrange data using an electronic spreadsheet.
11. To print a copy of the electronic spreadsheet.
12. To create a new spreadsheet from an existing spreadsheet.
13. To insert rows in an existing spreadsheet.
14. To replace data on an electronic spreadsheet.
15. To underline.
16. To change data on a spreadsheet and understand the effect of the new data in "what if" projections.
17. To develop an IF function.
18. To utilize a WINDOW command.
19. To organize and create an electronic spreadsheet.
20. To integrate all previous objectives.

LESSON TITLE: Operation of Spreadsheet Program

OBJECTIVES: To state the advantages and disadvantages of using an electronic spreadsheet.

To introduce the operational mechanics of the spreadsheet program.

TEACHING AIDS AND REFERENCES:

Handouts: Reference Guide Handouts
 Spreadsheet Functions
 Spreadsheet Commands
 Special Key Uses
 Mathematical Operations

TEACHING OUTLINE:

1. Initialize data disk and boot up spreadsheet program (Use Reference Manual).
2. From a blank spreadsheet illustrate to the student:

Cursor movement - GOTO Command
 Error correction
 Command line location
 Status area location
 Rows and columns identification
 Scrolling of the worksheet
 Cancelling a command -- Break key or Ctrl-C
 Terminology such as:
 coordinates
 worksheet name
 storage space available

3. Distribute handouts. Students should use these as a reference guide in completing the learning activities. Each time a new function, command, or formula is introduced in the learning activities, refer to these handouts.

MATERIALS NEEDED/OUTCOMES:

1. Reference Manual for spreadsheet program.
2. Tutorial Manual (if available).

MULTIPLAN COMMANDS

1. Alpha enter alphabetic or numeric text
2. Blank acts as an eraser
3. Copy Right, Down - used when copying one command in consecutive order
From - copies from one location to another (blank cells between), copies more than one command or cell.
4. Delete Row, Column - eliminates entire rows or columns
moves everything up or left
5. Edit use edit keys - Char left C/o word
Char right C/p word
6. Format Cells - one or more cells i.e. R2C6 or R3:6C2
Default cells - all cells
Default width - all columns
Options - formulas in cells or status line
changes width from 80 to 132 characters
1 = 132 8 = 80
Width - one or more columns
7. GoTo scrolls spreadsheet to desired location faster
8. Help gives information on functions and commands
9. Insert Row, Column - adds blank rows or columns
moves everything down or right
10. Lock Cells - locks selected cells
Formulas - locks all cells that contain text or formulas
11. Move Row, Column - moves entire rows or columns
move depends on direction moving
Ex: move 1 to before 3: move 3 to before 2:
original moved rows original moved rows
1 1 1 1
2 2 2 2
3 3 3 3
12. Name names a cell or group of cells
displays names by using name command and arrow keys
changes names by edit keys
deletes name by referring to no area
13. Options Recalc, no - turns off calculation. 1 recalculates
Mute, yes - turns off bell sound when error is made
Iteration - recalculates worksheets with circular references
14. Print Printer - begins printer
File - stores on a disk file
Margins - sets margins
Options - specifies part of worksheet to print
15. Quit ends Multiplan
16. Sort sorts from least to greatest
can sort numbers, text, logical values, blank cells

MULTIPLAN COMMANDS (cont.)

17. Transfer Load - loads a file from a disk
Save - saves a file from a disk
Clear - clears screen, sets up to restart
Delete - erases a file from a disk
Options - changes binary format
Rename - renames a file
18. Value to enter a formula
19. Window Split - new window horizontally or vertically
or titles
Border - adds or removes border around window
Close - erases window
Link - scrolls two windows together
Select key moves cell pointer from
window to window
20. External Copy - copies from inactive to active worksheet
external link to supporting sheet
List - displays list of supporting and dependent
worksheets
Use - assigns a substitute name for a specific
sheet

MULTIPLAN FUNCTIONS

USED WITH VALUE COMMAND

N = ONE ENTRY ALLOWED

LIST = MORE THAN ONE ENTRY

T = TEXT OR FORMULA THAT YIELDS TEXT

1. AND(LIST): if logical values are true, returns true, otherwise false. i.e. if (AND(SUM(homework)>82, final>50)), credit, "not qualified")
2. AVERAGE(LIST): Averages
3. COLUMN(): Returns number of column of formula
4. COUNT(LIST): adds a list only if it contains number values
5. DOLLAR(N): similiar to \$ format code
6. IF(LOGICAL, THEN VALUE, ELSE VALUE): returns then value if logic is true otherwise else
7. INT(N): returns integers, truncates fractions
8. LEN(T): returns number of characters in text
9. MAX(LIST): returns largest number value from list
10. MIN(LIST): returns smallest number value from list
11. OR(LIST): returns logical value true if any value in list is true, otherwise false
12. ROUND(N, DIGITS): rounds N to number of decimals specified by digits
13. ROW(): returns number of rows of formula
14. SUM(LIST): adds list i.e. $(1 + \text{rate}) * \text{SUM}(\text{deposits January})$

MATHEMATICAL OPERATIONS

- * MULTIPLICATION
- / DIVISION
- % PERCENT - Written after the value and has the same meaning as /100, divide by 100.
- + ADD
- SUBTRACTION
- < LESS THAN
- > GREATER THAN
- = EQUAL TO
- <> NOT EQUAL TO

SPECIAL KEYS

NEXT SCREEN
/ARROW Pressing next screen and then the appropriate key, moves the cell pointer to the next window-sized page of the worksheet.

FIND (Move to, or indicate next unlocked cell.)
Moves the cell pointer to the next cell that contains data.

SELECT (Move to next window). Moves the cell pointer to the next window when the Window Split command is in effect.

HELP Displays help information on the screen.

REMOVE In command mode removes a proposed response.

@ Changes relative references to absolute references.

! Recalculates the entire worksheet. If you include ! in a formula, Multiplan replaces the formula with its results.

CTRL/Q Home. Moves the cells pointer to R1C1.

CTRL/Z End. Moves the cell pointer to the last row down and right that is formatted.

CTRL/C Cancel. Halts command execution.

LESSON TITLE: Learning Activity 1

OBJECTIVES: To format an electronic spreadsheet.
 To enter data on an electronic spreadsheet.
 To enter formulas on an electronic spreadsheet.
 To utilize the COPY command.
 To utilize the SAVE command.
 To print a copy of the electronic spreadsheet.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 1--Chicago Cubs
 Key for Learning Activity (LA) 1

TEACHING OUTLINE:

1. Format the spreadsheet.
2. Key-enter the column headings.
3. Formula for PCT. column is: H/AB
 Key-enter and copy formulas using the COPY command.
4. Key-enter the data on the spreadsheet.
5. For TEAM TOTALS use the SUM function.
 Copy formula across.
6. Save the spreadsheet and name it "Chicago Cubs" on the
 disk. Use the SAVE command.
7. Print the data.
8. Print the formulas.

HINTS:

Be sure to note the data is single spaced.

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 1.
2. Reference Manual for Spreadsheet Program.

Learning Activity 1

CHICAGO CUBS

Individual Batting (25 or more at bats)	AB	R	H	HR	RBI	PCT.
Moreland	29	2	10	1	7	
Matthews	26	5	7	2	5	
Durham	25	2	6	0	1	
Dernier	38	3	9	0	1	
Cey	31	4	7	2	5	
J Davis	32	3	7	2	3	
Sandberg	36	6	6	0	0	

TEAM TOTALS

DIRECTIONS: Format the first column with a width of 25 and the 2nd through 7th columns for 6. Format columns 2 - 6 for integers and right alignment and column 7 for right alignment and fixed decimal to 3 places. Enter the following data into the first 6 columns of your worksheet. Figure formulas for the pct. and the team totals.

Single space the data.

KEY FOR LA 1

CHICAGO CUBS

Individual Batting (25 or more at bats)	AB	R	H	HR	RBI	PCT.
Moreland	29	2	10	1	7	0.345
Matthews	26	5	7	2	5	0.269
J Davis	32	3	7	2	3	0.219
Durham	25	2	6	0	1	0.240
Dernier	38	3	9	0	1	0.237
Cey	31	4	7	2	5	0.226
Sandberg	36	6	6	0	0	0.167
TEAM TOTALS	217	25	52	7	22	0.240

LESSON TITLE: Learning Activity 2

OBJECTIVES: To enter data on an electronic spreadsheet.
 To utilize the SAVE command.
 To delete and replace data on an electronic spreadsheet.
 To rearrange data using an electronic spreadsheet.
 To print a copy of the electronic spreadsheet.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 2--Changes for Chicago Cubs
 Key for Learning Activity (LA) 2

TEACHING OUTLINE:

1. Load "Chicago Cubs" spreadsheet.
2. Replace the old data.
3. Key-enter the additional data on the spreadsheet.
4. Delete one line using the DELETE command.
5. Rearrange the data in descending order using the SORT command.
6. Save the spreadsheet.
7. Print the data only. Do not print the formulas as they are the same as Learning Activity 1.

HINTS:

Use the same spreadsheet created in LA 1 and make the changes on it. Do not create a new spreadsheet.

It is easier to replace the data if you replace line for line on the screen instead of on the handout.

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 2.
2. Reference Manual for Spreadsheet Program.

Learning Activity 2

CHICAGO CUBS

Individual Batting (25 or more at bats)	AB	R	H	HR	RBI	PCT.
Moreland	51	3	16	1	12	
Matthews	43	8	12	2	6	
J Davis	43	3	10	2	4	
Durham	44	4	10	2	4	
Dernier	53	6	12	0	1	
Dunston	42	3	9	0	2	

TEAM TOTALS

DIRECTIONS: Enter the following data to replace the data you already have. Make sure players are in the correct order-- descending from highest pct. to lowest. Your formulas should correctly refigure the pct. and the team totals.

KEY FOR LA 2

CHICAGO CUBS Individual Batting (25 or more at bats)	AB	R	H	RBI	PCT.
Moreland	51	3	16	12	0.314
Matthews	43	8	12	6	0.279
J Davis	43	3	10	4	0.233
Durham	44	4	10	4	0.227
Dernier	53	6	12	1	0.226
Dunston	42	3	9	2	0.214
TEAM TOTALS	276	27	69	29	0.250

LESSON TITLE: Learning Activity 3

OBJECTIVES: To create a new spreadsheet from an existing spreadsheet.
 To insert rows in an existing spreadsheet.
 To enter data on an electronic spreadsheet.
 To utilize the COPY command.
 To utilize the SAVE command.
 To replace data on an electronic spreadsheet.
 To print a copy of the electronic spreadsheet.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 3--National League
 Key for Learning Activity (LA) 3

TEACHING OUTLINE:

1. Load Chicago Cub spreadsheet.
2. Insert six additional rows to accommodate new data. HINT: Be sure to insert the rows in the middle of the table so the SUM function will adjust itself automatically. If you insert the rows on the blank line (between the last item and the TEAM TOTALS), the SUM function will not adjust automatically. You will have to redo that formula.
3. Copy formula in PCT. column down for new rows inserted.
4. Adjust the width of column 1.
5. Center "National League" and erase "Chicago Cubs" using the BLANK Command.
6. Key-enter the new data on the spreadsheet.
7. Save the spreadsheet under the new name "National League?"
8. Print the data only. Do not print the formulas as they are the same as Learning Activity 2.

HINTS:

Note that the only format change is the width of column 1. All other column widths are the same as the last learning activity.

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 3.
2. Reference Manual for Spreadsheet Program.

Learning Activity 3

		NATIONAL LEAGUE					
DS	Club Batting	AB	R	H	HR	RBI	PCT.
DS	Atlanta	313	44	86	10	42	
	San Diego	305	40	83	8	37	
	Houston	351	39	95	1	34	
	St. Louis	297	36	78	3	30	
	Montreal	301	30	79	4	29	
SS	Cincinnati	322	31	77	3	29	
	New York	303	29	70	7	28	
	Los Angeles	361	32	83	8	30	
	Chicago	283	30	64	7	27	
	Pittsburgh	285	31	63	1	28	
	San Francisco	287	25	61	3	24	
	Philadelphia	281	18	54	1	17	
DS	TOTALS						

DIRECTIONS: Format the width of columns 1 to 15 and columns 2 to 7 for 6 spaces. Format columns 2 to 6 for integers and right alignment and column 7 for fixed decimals to 3 places. Enter in the following data. Center the heading NATIONAL LEAGUE in columns 2, 3, and 4. Type whatever you can in column 2, extend rest to column 3, and the remainder in column 4.

Don't forget to copy percentage formulas down for blank rows inserted.

DS means double space
SS means single space

KEY FOR LA 3

NATIONAL LEAGUE

Club Batting	AB	R	H	HR	RBI	PCT.
Atlanta	313	44	86	10	42	0.275
San Diego	305	40	83	8	37	0.272
Houston	351	39	95	1	34	0.271
St. Louis	297	36	78	3	30	0.263
Montreal	301	30	79	4	29	0.262
Cincinnati	322	31	77	3	29	0.239
New York	303	29	70	7	28	0.231
Los Angeles	361	32	83	8	30	0.230
Chicago	283	30	64	7	27	0.226
Pittsburgh	285	31	63	1	28	0.221
San Francisco	287	25	61	3	24	0.213
Philadelphia	281	18	54	1	17	0.192
TEAM TOTAL	3689	385	893	56	355	0.242

LESSON TITLE: Learning Activity 4

OBJECTIVES: To enter data on an electronic spreadsheet.
To rearrange data using an electronic spreadsheet.
To replace data on an electronic spreadsheet.
To utilize the SAVE command.
To print a copy of the electronic spreadsheet.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 4--Changes for
National League
Key for Learning Activity (LA) 4

TEACHING OUTLINE:

1. Load National League spreadsheet.
2. Key-enter the new data on the spreadsheet.
3. Rearrange the data in descending order using the SORT command.
4. Save the spreadsheet.
5. Print the data only. Do not print the formulas as they are the same as Learning Activity 3.

HINTS:

It is easier to replace the data if you replace line for line on the screen rather than on the handout.

MATERIALS NEEDED RATHER THAN OUTCOMES:

1. Learning Activity 4.
2. Reference Manual for Spreadsheet Program.

Learning Activity 4

NATIONAL LEAGUE

Club Batting	AB	R	H	HR	RBI	PCT.
Montreal	522	61	142	9	58	
Houston	582	69	154	5	61	
St. Louis	523	72	137	5	61	
Philadelphia	505	57	125	11	53	
Atlanta	539	60	130	12	56	
San Diego	525	57	126	12	54	
New York	506	58	121	12	54	
Chicago	487	54	114	13	49	
Pittsburgh	482	41	109	2	38	
Los Angeles	595	53	132	17	51	
Cincinnati	540	56	119	8	50	
San Francisco	505	46	106	7	42	
TOTALS						

DIRECTIONS: Enter the following data and make sure the clubs are in the correct descending order--use the SORT statement. Your formulas should correctly refigure the pct. and the totals.

KEY FOR LA 4

NATIONAL LEAGUE

Club Batting	AB	R	H	HR	RBI	PCT.
Montreal	522	61	142	9	58	0.272
Houston	582	69	154	5	61	0.265
St. Louis	523	72	137	5	61	0.262
Philadelphia	505	57	125	11	53	0.248
Atlanta	539	60	130	12	56	0.241
San Diego	525	57	126	12	54	0.240
New York	506	58	121	12	54	0.239
Chicago	487	54	114	13	49	0.234
Pittsburgh	482	41	109	2	38	0.226
Los Angeles	595	53	132	17	51	0.222
Cincinnati	540	56	119	8	50	0.220
San Francisco	505	46	106	7	42	0.210
TEAM TOTAL	6311	684	1515	113	627	0.240

LESSON TITLE: Learning Activity 5

OBJECTIVES: To format an electronic spreadsheet.
 To enter data on an electronic spreadsheet.
 To enter formulas on an electronic spreadsheet.
 To utilize the COPY command.
 To underline.
 To utilize the SAVE command.
 To print a copy of the electronic spreadsheet.
 To change data on a spreadsheet and understand the effect of the new data in "what if" projections.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 5--Income Statement
 Key for Learning Activity (LA) 5 and 5A

TEACHING OUTLINE:

1. Load a blank spreadsheet. (Do not use the two previous spreadsheets.)
2. Format the spreadsheet. It would be easier to format an entire block instead of column by column or row by row.
3. Key-enter the data.
4. Key-enter the formulas. Use a SUM function for TOTAL EXPENSES.
5. Save the spreadsheet.
6. Print the formulas and spreadsheet.

HINTS:

Be sure to note the data is single spaced.

To make the underline, use the shift of the hyphen key.
 COPY across.

The pitch on the printer could be reduced to illustrate a condensed typeset if your software package and computer has that capability.

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 5.
2. Reference Manual for Spreadsheet Program.

R1164 - SUBTRACT (net sales (R8C4) - cost of goods sold (R9C4)).

R22C4 - ADD up all operating expenses from cash short and over to utilities expense.

R24C4 - SUBTRACT (gross profit on sales (R11C4) - total expenses (R22C4)).

Use an equal sign to get the double rule in R25C2; then copy right 2 cells to C3 and C4.

PRINT: Print the project and the formulas.

LEARNING ACTIVITY 5A

AFTER PRINTING OUT DATA, MAKE THE FOLLOWING CHANGES IN YOUR PROJECT: (All other data remains the same).

SALES	10000.00
SALES DISCOUNTS	40.00
COST OF GOODS SOLD	4800.00
DELIVERY EXPENSE	70.00
MISCELLANEOUS EXPENSE	28.00
PAYROLL TAXES EXPENSE	180.00
UTILITIES EXPENSE	154.00

Print out new income statement data. You DO NOT need to re-print your formulas.

Hand in to be graded:

2 printouts of data - each will contain different data.
Printout of formulas.

30 points possible--you will be graded on accuracy, how well you followed directions, formulas, etc. BE SURE YOUR DATA AND INFORMATION IS ENTERED ACCURATELY AND YOUR SPELLING IS CORRECT!!!

COMPLETE THE FOLLOWING ANALYSIS:

Compare the two income statements and describe why net income increased?

KEY FOR LA 5

INCOME STATEMENT

REVENUE		
SALES		\$9260.00
LESS: SALES RETURNS	\$960.00	
	\$37.00	\$997.00
		<hr/>
NET SALES		\$8263.00
COST OF GOODS SOLD		\$5180.00
		<hr/>
GROSS PROFIT ON SALES		\$3083.00
OPERATING EXPENSES		
CASH SHORT & OVER		\$8.00
DELIVERY EXPENSE		\$65.00
INSURANCE EXPENSE		\$30.00
MISCELLANEOUS EXPENSE		\$24.00
PAYROLL TAXES EXPENSE		\$176.00
SALARIES EXPENSE		\$2100.00
SUPPLIES EXPENSE		\$100.00
UTILITIES EXPENSE		\$150.00
		<hr/>
TOTAL EXPENSES:		\$2653.00
		<hr/>
NET INCOME		\$430.00
		=====

KEY FOR LA 5A

INCOME STATEMENT

REVENUE		
SALES		\$10000.00
LESS: SALES RETURNS	\$960.00	
SALES DISCOUNTS	\$40.00	\$1000.00
NET SALES		<u>\$9000.00</u>
COST OF GOODS SOLD		\$4800.00
GROSS PROFIT ON SALES		<u>\$4200.00</u>
OPERATING EXPENSES		
CASH SHORT & OVER		\$8.00
DELIVERY EXPENSE		\$70.00
INSURANCE EXPENSE		\$30.00
MISCELLANEOUS EXPENSE		\$28.00
PAYROLL TAXES EXPENSE		\$180.00
SALARIES EXPENSE		\$2100.00
SUPPLIES EXPENSE		\$100.00
UTILITIES EXPENSE		\$154.00
TOTAL EXPENSES:		<u>\$2670.00</u>
NET INCOME		<u><u>\$1530.00</u></u>

=====

LESSON TITLE: Learning Activity 6

OBJECTIVES: To format an electronic spreadsheet.
 To enter data on an electronic spreadsheet.
 To enter formulas on an electronic spreadsheet.
 To utilize the COPY command.
 To develop an IF function.
 To utilize the SAVE command.
 To print a copy of the electronic spreadsheet.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 6--Checkbook Project
 Key for Learning Activity (LA) 6

TEACHING OUTLINE:

1. Format the spreadsheet. It would be easier to format an entire block rather than column by column or row by row.
2. Key-enter the data.
3. Key-enter the formulas. Be sure the student copies formulas down as instructed on the learning activity handout.
4. Save the spreadsheet.
5. Print the formulas and the spreadsheet.

HINTS:

IF Statement -- Most spreadsheet programs define the IF function as follows: IF(condition,X,Y) X occurs if the condition is true and Y occurs if the condition is false. Refer to reference manual for further examples and details.

The pitch on the printer should be reduced to print the entire project on one page. (We recommend a 16.5 pitch.)

If you wish to continue with the second month reconciliation, copy formulas and move ending balances down.

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 6.
2. Reference Manual for Spreadsheet Program.

Learning Activity 6

CHECKBOOK PROJECT

1. Widen columns to 12 characters, except column 3 which should be widened to 25.
2. Label the columns, starting with Column 1, as follows:

Column 1 CHECK #
 Column 2 DATE
 Column 3 PAYEE
 Column 4 (blank column--no label is needed)
 Column 5 DEPOSITS
 Column 6 CLEARED?
 Column 7 PAYMENTS
 Column 8 BALANCE
 Column 9 OUTSTANDING

3. Go to ROW 2 COLUMN 1 (R2C1) and format column 1 as an integer.
4. Format Column 6 in integers.
5. Format Column 5, 7, 8, and 9 in \$.

 NOTE: When setting up a worksheet to keep track of your balance and outstanding (items that have not cleared the bank yet) checks and deposits, each column must contain a formula so when data is entered the balance and outstanding columns are automatically figured.

NOTE: The balance column must have two formulas because the first row does not have a previous balance.

6. Formula for the first BALANCE in column 8 = Deposits - Payments.
7. Formula for next BALANCE in Column 8 = Previous Balance + Deposits - Payments. Copy formula down 14 rows.

 NOTE: Again, you need two formulas because of the lack of a previous balance. The IF statement is used because you must test each check and deposit for an outstanding status. If the check or deposit has cleared the bank, a 1 will be entered in the CLEARED column; if they haven't, nothing is entered in the CLEARED column.

8. Formula for the first Balance in Column 9 = If (Cleared = 0, Deposits - Payments, 0).

9. Formula for next BALANCE in Column 9 = If (Cleared = 0, Previous Outstanding + Deposits - Payments, Previous Outstanding). Copy formula down 14 rows.
10. Move cursor to R20C7 and label it BANK BALANCE; label R21C7 RECONCILIATION.
11. Formula for R21C9 = Bank Balance + Last Outstanding Balance.
12. Enter test data --

CHECK #	DATE	PAYEE	DEPOSITS	PAYMENTS
	April 1		\$425.00	
101	2	Housing, Inc.		\$250.50
102	3	Emil's Dating Serv.		\$ 56.12
103	3	Green Lawn Service		\$102.15
	4		\$565.00	
104	4	Rent-A-Tux		\$ 44.10
105	5	Landlord, Inc.		\$850.00
	6		\$999.95	
106	7	Tillies Telephone		\$ 21.12
107	10	Zapp-A-Watt Co.		\$132.40
	11		\$250.50	
108	13	Rose Bud's Flowers		\$ 13.13
109	14	Eat-A-Lot Food Store		\$155.35
110	15		\$110.10	
111	15	Wine-'N-Dine		\$ 75.57
	15	\$400.78		

13. On April 15 the bank statement indicated the following:
 Checks cleared 102, 104, 105, 107, 109
 Deposits cleared April 1, 4, 6, 11, 14

 Bank Balance \$1108.58

Given this information, complete the cleared column (Refer to NOTE 8).

14. PRINT CHECKBOOK PROJECT
15. PRINT FORMULAS
16. HAND IN TO BE GRADED:
 FORMULAS
 PROJECT OUTPUT
17. 30 POINTS POSSIBLE.

KEY FOR LA 6

DATE	PAYEE	DEP.	CLEARED?	PAYMENTS	BALANCE	OUTSTANDING
Apr. 1		\$425.00	1		\$425.00	\$0.00
101	2 Housing, Inc.		0	\$250.50	\$174.50	(\$250.50)
102	3 Emil's Dating Service		1	\$56.12	\$118.38	(\$250.50)
103	3 Green Lawn Serv.		0	\$102.15	\$16.23	(\$352.65)
	4	\$565.00	1		\$581.23	(\$352.65)
104	4 Rent-A-Tux		1	\$44.10	\$537.13	(\$352.65)
105	5 Landlord, Inc.		1	\$850.00	(\$312.87)	(\$352.65)
	6	\$995.95	1		\$683.08	(\$352.65)
106	7 Tillies Telephone		0	\$21.12	\$661.96	(\$373.77)
107	10 Zapp-A-Watt Co.		1	\$132.40	\$529.56	(\$373.77)
	11	\$250.50	1		\$780.06	(\$373.77)
108	13 Rose Bud's Flowers		0	\$13.13	\$766.93	(\$386.90)
109	14 Eat-A-Lot Food Store		1	\$155.35	\$611.58	(\$386.90)
	14	\$110.10	1		\$721.68	(\$386.90)
110	15 Wine-'N-Dine		0	\$75.57	\$646.11	(\$462.47)
	15	\$400.78	0		\$1046.89	(\$61.69)
				BANK BALANCE		\$1108.58
				RECONCILIATION		\$1046.89

LESSON TITLE: Learning Activity 7

OBJECTIVES: To format an electronic spreadsheet.
 To enter data on an electronic spreadsheet.
 To enter formulas on an electronic spreadsheet.
 To utilize the COPY command.
 To develop an IF function.
 To utilize a WINDOW command.
 To change data on a spreadsheet and understand the effect of the new data in "what if" projections.
 To utilize the SAVE command.
 To print a copy of the electronic spreadsheet.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 7--Interest Project
 Key for Learning Activity (LA) 7 and 7A
 (Instructions are for a horizontal format)
 A vertical format Key is also included, but the learning activity instructions would have to be revised.

TEACHING OUTLINE:

1. Format the spreadsheet. It would be easier to format an entire block rather than column by column or row by row.
2. Key-enter the data.
3. Key-enter the formulas. Be sure the student copies the formulas down as instructed on the learning activity handout.
4. Save the spreadsheet.
5. Print the formulas and spreadsheet.
6. Possible Questions or Problems:
 - a. If you borrowed \$2000, the last payment would be in what month?
 - b. What is the total interest for the first year if you borrowed \$50,000?
 - c. If the vertical format is used (refer to the vertical KEY enclosed), label the months MONTH 1, etc., rather than beginning with September. Then you can extend the repayment schedule to see how long it would take to pay off the loan. Encourage the students to use their imagination in changing and inserting new data.

LEARNING ACTIVITY 7 (continued)

HINTS:

If possible, it would be easier to complete the worksheet by condensing the screen on the monitor from 80 to 132 columns. In this way the entire worksheet can be seen on the screen at one time.

This project calculates simple interest, not compound interest, for a 12-month period.

IF Statement -- Most spreadsheet programs define the IF function as follows: IF(condition,X,Y) X occurs if the condition is true and Y occurs if the condition is false. Refer to the reference manual for further examples and details.

If you are using MULTIPLAN, you would use the COPY FROM command for instruction 12.

Paper that is 8 1/2" x 11" is not wide enough to print the entire project across the page. We recommend a 12 pitch on the printer, and to print in two segments as illustrated on KEY 7 and 7A.

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 7.
2. Reference Manual for Spreadsheet Program.

Learning Activity 7

INTEREST PROJECT

1. Turn off automatic calculations until finished. EACH TIME YOU TURN THE COMPUTER ON YOU WILL HAVE TO TURN OFF THE AUTOMATIC CALCULATIONS BEFORE YOU CONTINUE WITH THE PROBLEM.
2. Format in \$.
3. Widen columns enough to accommodate all entries.
4. Enter columns and rows as shown on page 36.
5. Enter \$15000.00 as the beginning balance in Row 4 Column 1(R4C1).
6. Calculate September interest by multiplying the beginning balance by .18 and dividing by 12.
7. Enter \$505.41 as September payment.
8. Compute principal by taking monthly payment - interest. Copy formula.
9. Compute total payment by adding monthly payment plus extra payment. Copy formula.
10. Compute the balance row. The balance for September will be the beginning balance--enter as an absolute reference. The balances for the remaining months, starting with October, requires a formula. In doing so, we want to make sure the balance does not go below zero and when it does reach 0 show a 0 in the last column. Use the IF statement. (Remember the IF statement is a logical statement. If the condition is true, X occurs, if the condition is false, Y occurs.) IF(condition,X,Y)

 FORMULA: IF (the value of the PREVIOUS balance is greater than 0, PREVIOUS balance minus the PREVIOUS principal minus PREVIOUS extra payment; if it is not, display a 0).
 Reminder: Don't forget to copy where appropriate.
11. Monthly payment amount will be the same for all months except the last month. Seldom does the last payment equal the regular payment amount. We know the last payment will be the previous balance amount. Again, use the IF statement.

FORMULA: If (the balance is greater than our previous monthly payment, display the previous monthly payment. If it is not, display the amount of the current balance + current interest). If there's no balance, the cell should display a 0. Copy formula.

12. WINDOW - A split window is used so the first column labels stay on the screen. Therefore, when you scroll across to Column 14, you will be able to determine what row you are in.
13. Now that the table is complete, total the monthly payments by using the SUM function and a range. #COPY that formula into the interest, principal, extra payment, and total payment rows.
14. Now that you have completed and copied all formulas, engage the recalculate key and everything will recalculate the correct amounts for you.
15. Print the chart and the formulas.
16. Once you have printed everything, go back and change the amount borrowed (September balance) to \$4000. Recalculate and then print the chart only. (You do not have to print formulas again).
17. Hand in to be graded: Formulas, 2 different printouts.
18. 30 points possible.

TABLE SETUP

STARTING IN ROW 2 COLUMN 2, LABEL COLUMNS 2 THROUGH 13 WITH THE MONTHS STARTING WITH SEPTEMBER AND ENDING WITH AUGUST. IN ROW 2 COLUMN 14 TYPE "TOTALS".

COLUMN 1 ROW 4 LABEL "Balance"

COLUMN 1 ROW 6 LABEL "Monthly"
ROW 7 LABEL " Payment" (indent 2 spaces as shown)

COLUMN 1 ROW 9 LABEL "Interest"
ROW 10 LABEL "Principal"

COLUMN 1 ROW 12 LABEL "Extra"
ROW 13 LABEL " Payment" (indent)

COLUMN 1 ROW 14 LABEL "Total"
ROW 15 LABEL " Payments" (indent)

KEY FOR LA 7

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Balance	\$15000.00	\$14719.59	\$14434.97	\$14146.09	\$13852.87	\$13555.25
Monthly Payment	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41
Interest	\$225.00	\$220.79	\$216.52	\$212.19	\$207.79	\$203.33
Principal	\$280.41	\$284.62	\$288.89	\$293.22	\$297.62	\$302.03
Extra Payment						
Total Payments	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41

	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	TOTALS
	\$13253.17	\$12946.56	\$12635.35	\$12319.47	\$11998.85	\$11673.42	
	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$6064.92
	\$198.80	\$194.20	\$189.53	\$184.79	\$179.98	\$175.10	\$2408.03
	\$306.61	\$311.21	\$315.88	\$320.62	\$325.43	\$330.31	\$3656.89
							\$0.00
	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$6064.92

KEY FOR LA 7A

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Balance	\$4000.00	\$3554.59	\$3102.50	\$2643.63	\$2177.87	\$1705.13
Monthly Payment	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41
Interest	\$60.00	\$53.32	\$46.54	\$39.65	\$32.67	\$25.58
Principal	\$445.41	\$452.09	\$458.87	\$465.76	\$472.74	\$479.83
Extra Payment Total Payments	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41	\$505.41

MARCH	APRIL	MAY	JUNE	JULY	AUGUST	TOTALS
\$1225.30	\$738.27	\$243.93	\$0.00	\$0.00	\$0.00	
\$505.41	\$505.41	\$247.59	\$0.00	\$0.00	\$0.00	\$4290.87
\$18.38	\$11.07	\$3.66	\$0.00	\$0.00	\$0.00	\$290.87
\$487.03	\$494.34	\$243.93	\$0.00	\$0.00	\$0.00	\$4000.00
						\$0.00
\$505.41	\$505.41	\$247.59	\$0.00	\$0.00	\$0.00	\$4290.87

VERTICAL FORMAT FOR LA 7

	Balance	Monthly Payment	Applied Interest	To Principal	Extra Payment	Total Payments
Month 1	\$15000.00	\$505.41	\$225.00	\$280.41		\$505.41
Month 2	\$14719.59	\$505.41	\$220.79	\$284.62		\$505.41
Month 3	\$14434.97	\$505.41	\$216.52	\$288.89		\$505.41
Month 4	\$14146.09	\$505.41	\$212.19	\$293.22		\$505.41
Month 5	\$13852.87	\$505.41	\$207.79	\$297.62		\$505.41
Month 6	\$13555.25	\$505.41	\$203.33	\$302.08		\$505.41
Month 7	\$13253.17	\$505.41	\$198.80	\$306.61		\$505.41
Month 8	\$12946.56	\$505.41	\$194.20	\$311.21		\$505.41
Month 9	\$12635.35	\$505.41	\$189.53	\$315.88		\$505.41
Month 10	\$12319.47	\$505.41	\$184.79	\$320.62		\$505.41
Month 11	\$11998.85	\$505.41	\$179.98	\$325.43		\$505.41
Month 12	\$11673.42	\$505.41	\$175.10	\$330.31		\$505.41

TOTALS		\$6064.92	\$2408.03	\$3656.89	\$0.00	\$6064.92
=====						

VERTICAL FORMAT FOR LA 7A

	Balance	Monthly Payment	Applied Interest	To Principal	Extra Payment	Total Payments
September	\$4000.00	\$505.41	\$60.00	\$445.41		\$505.41
October	\$3554.59	\$505.41	\$53.32	\$452.09		\$505.41
November	\$3102.50	\$505.41	\$46.54	\$458.87		\$505.41
December	\$2643.63	\$505.41	\$39.65	\$465.76		\$505.41
January	\$2177.87	\$505.41	\$32.67	\$472.74		\$505.41
February	\$1705.13	\$505.41	\$25.58	\$479.83		\$505.41
March	\$1225.30	\$505.41	\$18.38	\$487.03		\$505.41
April	\$738.27	\$505.41	\$11.07	\$494.34		\$505.41
May	\$243.93	\$247.59	\$3.66	\$243.93		\$247.59
June	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
July	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
August	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

TOTALS		\$4290.87	\$290.87	\$4000.00	\$0.00	\$4290.87
=====						

LESSON TITLE: Learning Activity 8

OBJECTIVES: To organize and create a spreadsheet.
To integrate all previous objectives.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 8--Employee's Earnings
Record Key for Learning Activity (LA) 8

TEACHING OUTLINE:

1. Distribute Learning Activity 8. Let the students set up and organize the spreadsheet following the guidelines in their instructions. The criteria that should be used in evaluation would be (1) following the instructions in the learning activity and (2) organizing setup in an easily readable form.

HINTS:

The students should use their own personal information on the heading. (i.e. name, address, social security number, etc.)

The students could look up the federal and state taxes on a withholding chart rather than the instructor supplying them with the data.

Be sure the students include a figure on the first line of the Accumulated Earnings column.

A suggested format is provided in the KEY for LA 8. Students should organize and create the spreadsheet setup.

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 8.
2. Reference Manual for Spreadsheet Program.

Learning Activity 8

EMPLOYEE EARNINGS PROJECT

INSTRUCTIONS

Every business must pay its employees, and as a result it must report these payments to the IRS. This places a burden on the small business because a record of payment must be kept for the quarterly reporting period. The purpose of this worksheet is to help you keep this information in an orderly and timely fashion.

1. Format columns large enough to accommodate data. Some columns will not be large enough to accommodate title and employee information so you will have to improvise by entering in as much data as possible and continuing on in the next column.
2. Format necessary columns.
3. Set this project up in an efficient and readable form. Use as many lines as you need. Include in the top heading the following information: Employee, Address, Social Security number, number of exemptions, phone number, marital status, and quarter. Separate the top heading from the column headings with some kind of separator (i.e. underline, star, etc.).
4. The column headings include MM/DD/YY, REGULAR HOURS, OVERTIME HOURS, RATE, REGULAR EARNINGS, OVERTIME EARNINGS, TOTAL EARNINGS, FICA, FEDERAL TAX, STATE TAX, DUES, OTHER DEDUCTIONS, TOTAL DEDUCTIONS, NET PAY, AND ACCUMULATED EARNINGS. (Regular hours & Overtime Hours are 2 different columns and Regular Earnings, Overtime Earnings, and Total Earnings are 3 separate columns.)
5. Set up worksheet form with a heading and formulas. A formula is required to compute regular earnings and total earnings. Regular earnings is rate times regular hours worked. Overtime earnings is rate times 1 1/2 times overtime hours. Total earnings are regular and overtime earnings added together.
6. Be sure to accumulate the totals at the bottom. You may set the chart up any way you wish as long as all information is clearly illustrated. Once you have the chart completed, enter the test data.
7. Print out and hand in both worksheet and formulas to be graded.
8. 30 points possible.

EMPLOYEE EARNINGS PROJECT TEST DATA

For employee information use your own personal data. The following is the data for the first quarter.

MM/DD/YY	Regular Hours	Overtime Hours	Rate	FICA	Federal Tax	State Tax
1/4/85	40		5.50	Create	\$15.06	\$3.02
1/11/85	40	8	5.50	a	\$20.12	\$4.10
1/18/85	40	8	5.50	formula	\$20.12	\$4.10
1/25/85	40		5.50	to	\$15.06	\$3.02
2/1/85	40		5.50	figure	\$15.06	\$3.02
2/8/85	40		5.75	a tax	\$16.01	\$3.25
2/15/85	35		5.75	of 6.25%	\$13.91	\$1.53
2/22/85	40		5.75	of total	\$16.01	\$3.25
3/1/85	40		5.75	earnings	\$16.01	\$3.25
3/8/85	40		5.75	and copy	\$16.01	\$3.25
3/15/85	40		5.75	down the	\$16.01	\$3.25
3/22/85	40		5.75	formula.	\$14.01	\$1.80
3/29/85	36		5.75			

Dues	Other Deductions	Total Deductions	Net Pay	Accumulated Earnings
Create a formula	\$1.50	Create a formula	Create a formula	Create a formula
to	\$.75	to	to	to
figure	\$2.00	figure	figure	figure
dues as	\$2.25	the sum	net pay	the total
3% of	\$1.25	of total	(earnings	gross earnings
total	\$.60	deductions	minus	for each
earnings	\$.80	for taxes	total	week and
and copy	\$2.50	and dues,	deductions)	copy the
formula.	\$1.00	etc., and	and copy	formula.
	\$1.10	copy the	formula.	
	\$.90	formula.		
	\$.40			

EMPLOYEE'S EARNINGS RECORD

EMPLOYEE: Joseph Wright Soc. Sec.: 555-55-5555
 Address: 103 F Ave. Anytown, IA 00000 Phone: 319-555-5555
 Number of Exemptions: 2 1st Quarter 1985
 Marital Status: ___s

MM/DD/YY	REGULAR HOURS	OVER- TIME HOURS	REGULAR RATE	REGULAR EARNINGS	OVER- TIME EARNINGS	TOTAL EARN- INGS	FICA TAX	FEDERAL INC. TAX
01/04/85	40		\$5.50	\$220.00	\$0.00	\$220.00	\$15.51	\$15.06
01/11/85	40	8	\$5.50	\$220.00	\$66.00	\$286.00	\$20.16	\$20.12
01/18/85	40	8	\$5.50	\$220.00	\$66.00	\$286.00	\$20.16	\$20.12
01/25/85	40		\$5.50	\$220.00	\$0.00	\$220.00	\$15.51	\$15.06
02/01/85	40		\$5.50	\$220.00	\$0.00	\$220.00	\$15.51	\$15.06
02/08/85	40		\$5.75	\$230.00	\$0.00	\$230.00	\$16.22	\$16.01
02/15/85	35		\$5.75	\$201.25	\$0.00	\$201.25	\$14.19	\$13.91
02/22/85	40		\$5.75	\$230.00	\$0.00	\$230.00	\$16.22	\$16.01
03/01/85	40		\$5.75	\$230.00	\$0.00	\$230.00	\$16.22	\$16.01
03/08/85	40		\$5.75	\$230.00	\$0.00	\$230.00	\$16.22	\$16.01
03/15/85	40		\$5.75	\$230.00	\$0.00	\$230.00	\$16.22	\$16.01
03/22/85	40		\$5.75	\$207.00	\$0.00	\$207.00	\$14.59	\$14.01
03/29/85	36		\$5.75	\$0.00	\$0.00	\$0.00	\$0.00	

QUARTER
 TOTALS \$2888.25 \$132.00 \$3020.25 \$212.93 \$209.40

STATE INC. TAX	DUES	OTHER DEDUCTIONS	TOTAL DEDUCTIONS	NET PAY	ACCUM. EARNINGS
\$3.02	\$6.60	\$1.50	\$41.69	\$178.31	\$220.00
\$4.10	\$8.58	\$0.75	\$53.71	\$232.29	\$506.00
\$4.10	\$8.58	\$0.50	\$53.46	\$232.54	\$792.00
\$3.02	\$6.60	\$2.00	\$42.19	\$177.81	\$1012.00
\$3.02	\$6.60	\$2.25	\$42.44	\$177.56	\$1232.00
\$3.25	\$6.90	\$1.25	\$43.63	\$186.38	\$1462.00
\$1.53	\$6.04	\$0.60	\$36.27	\$164.98	\$1663.25
\$3.25	\$6.90	\$0.80	\$43.18	\$186.83	\$1893.25
\$3.25	\$6.90	\$2.50	\$44.88	\$185.13	\$2123.25
\$3.25	\$6.90	\$1.00	\$43.38	\$186.63	\$2353.25
\$3.25	\$6.90	\$1.10	\$43.48	\$186.53	\$2583.25
\$3.25	\$6.90	\$0.90	\$43.28	\$186.73	\$2813.25
\$1.80	\$6.21	\$0.40	\$37.01	\$169.99	\$3020.25
	\$0.00		\$0.00	\$0.00	\$3020.25
\$40.09	\$90.61	\$15.55	\$568.58	\$2451.67	

LESSON TITLE: Learning Activity 9

OBJECTIVES: To organize and create a spreadsheet.
To integrate all previous objectives.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 9--Sales, Cost of Goods Sold,
and Gross Margin Budget
Key for Learning Activity (LA) 9 and 9A

TEACHING OUTLINE:

1. Distribute Learning Activity 9. Allow the student to organize and set up the spreadsheet according to the learning activity instructions. Evaluation criteria should be based upon (1) ability of the student to follow instructions, (2) format and organization of the spreadsheet, and (3) correctness of the spreadsheet formulas. This problem can be used to reinforce previously learned commands.
2. Optional problem:
Another option that you might want to consider is the following: Give the students the gross margin percent that you want to achieve, the projected sales quantity, and a given unit cost. Have them determine, using formulas, what the projected sales dollars and unit selling price must be to achieve the given gross margin percent. Formulas would be as follows:
 - Projected Sales Quantity = Given
 - Unit Selling Price = $\frac{\text{Projected Sales Dollars}}{\text{Projected Sales Quantity}}$
 - Projected Sales Dollars = $\frac{\text{Projected Cost of Sales}}{(1 - \text{Gross Margin \%})}$
 - Unit Cost = Given
 - Projected Cost of Sales = $\text{Projected Sales Quantity} \times \text{Unit Cost}$
 - Projected Gross Margin = $\frac{\text{Projected Sales Dollars} - \text{Projected Cost of Sales}}{\text{Projected Sales Dollars}}$
 - Gross Margin Percent = Given

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 9.
2. Reference Manual for Spreadsheet Program.

LEARNING ACTIVITY 9

SALES, COST OF GOODS SOLD, AND GROSS MARGIN BUDGET

INSTRUCTIONS

The XYZ Corporation sells the following three products:

- 1) Bingos
- 2) Bangos
- 3) Bongos

Projected sales quantity and unit selling price for the first quarter of 198X are as follows:

	Projected Sales Quantity	Unit Selling Price

Bingos	2,500	\$10.45
Bangos	1,800	\$ 8.63
Bongos	3,200	\$ 7.45

The cost of purchasing these three products is as follows:

Bingos	\$7.85
Bangos	\$6.41
Bongos	\$5.25

Using a spreadsheet program that is available to you, prepare a Sales, Cost of Goods Sold, and Gross Margin Budget for the first quarter of 198X. Your budget should contain the following information:

- 1) Projected sales by product.
- 2) Unit selling price by product.
- 3) Projected sales dollars by product.
- 4) Unit cost of goods sold by product.
- 5) Projected total cost of goods sold by product.
- 6) Gross margin by product.
- 7) Total sales, cost of goods sold, and gross margin for all products.
- 8) Gross margin percent by product and in total.

There is no "correct" format for this budget--be creative, use your own judgment, and make sure you include all of the above information. Hand in a printout of your budget.

LEARNING ACTIVITY 9A

What is the impact on total gross margin if cost of goods sold for each of the products increases/decreases, as follows:

Bingos	10% increase
Bangos	5% decrease
Bongos	7% increase

Hand in a printout of your solution.

KEY FOR LA 9

SALES, COST OF GOODS SOLD, AND GROSS MARGIN BUDGET
FOR THE FIRST QUARTER ENDING MARCH 31, 198X

PRODUCT	PROJECTED SALES QUANTITY	UNIT SELLING PRICE	PROJECTED SALES DOLLARS	UNIT COST	PROJECTED COST OF SALES	PROJ. GROSS MARGIN	GROSS MARGIN PERCENT
BINGOS	2,500	\$10.45	\$26,125.00	\$7.85	\$19,625.00	\$6,500.00	24.88%
BANGOS	1,800	\$8.63	\$15,534.00	\$6.41	\$11,538.00	\$3,996.00	25.72%
BONGOS	3,200	\$7.45	\$23,840.00	\$5.25	\$16,800.00	\$7,040.00	29.53%
TOTALS			\$65,499.00		\$47,963.00	\$17,536.00	26.77%

KEY FOR LA 9A

SALES, COST OF GOODS SOLD, AND GROSS MARGIN BUDGET
FOR THE FIRST QUARTER ENDING MARCH 31, 198X

PRODUCT	PROJECTED SALES QUANTITY	UNIT SELLING PRICE	PROJECTED SALES DOLLARS	UNIT COST	PROJECTED COST OF SALES	PROJ. GROSS MARGIN	GROSS MARGIN PERCENT
BINGOS	2,500	\$10.45	\$26,125.00	\$8.64	\$21,587.50	\$4,537.50	17.37%
BANGOS	1,800	\$8.63	\$15,534.00	\$6.09	\$10,961.10	\$4,572.90	29.44%
BONGOS	3,200	\$7.45	\$23,840.00	\$5.62	\$17,976.00	\$5,864.00	24.60%
TOTALS			<u>\$65,499.00</u>		<u>\$50,524.60</u>	<u>\$14,974.40</u>	22.86%

THIS WILL BE THE RESULT IF THE STUDENTS USE A FORMULA IN THE
UNIT COST COLUMN AND DO NOT ROUND TO THE NEAREST CENT.

SALES, COST OF GOODS SOLD, AND GROSS MARGIN BUDGET
FOR THE FIRST QUARTER ENDING MARCH 31, 198X

PRODUCT	PROJECTED SALES QUANTITY	UNIT SELLING PRICE	PROJECTED SALES DOLLARS	UNIT COST	PROJECTED COST OF SALES	PROJ. GROSS MARGIN	GROSS MARGIN PERCENT
BINGOS	2,500	\$10.45	\$26,125.00	\$8.64	\$21,600.00	\$4,525.00	17.32%
BANGOS	1,800	\$8.63	\$15,534.00	\$6.09	\$10,962.00	\$4,572.00	29.43%
BONGOS	3,200	\$7.45	\$23,840.00	\$5.62	\$17,984.00	\$5,856.00	24.56%
TOTALS			<u>\$65,499.00</u>		<u>\$50,546.00</u>	<u>\$14,953.00</u>	22.83%

THIS WILL BE THE RESULT IF THE STUDENTS CALCULATE THE NEW UNIT
COST INDEPENDENTLY AND ENTER THE ROUNDED AMOUNT IN THE UNIT
COST COLUMN.

LESSON TITLE: Learning Activity 10

OBJECTIVES: To organize and create a spreadsheet.
To integrate all previous objectives.

TEACHING AIDS AND REFERENCES:

Handouts: Learning Activity 10--Personal Cash Budget
Key for Learning Activity (LA) 10 and 10A

TEACHING OUTLINE:

1. Distribute Learning Activity 10. Allow the student to organize and set up the budget according to the learning activity instructions. Evaluation criteria should be based upon (1) ability of the student to follow instructions, (2) format and organization of the spreadsheet, and (3) correctness of the spreadsheet formulas. This problem can be used to reinforce previously learned commands.
2. Optional problem:
Another option that you might want to consider is as follows: Using the budget prepared in Learning Activity 10, have the students project a budget for the next six months of the year based on the following assumptions:

Part-time job	2% raise each month, using June as the base month.
Clothing allowance	\$175 in July.
Interest	1% increase each month, using June as the base month.
Gifts	\$100 at Christmas
Car insurance	\$150 in August
Gas, oil, etc.	5% increase each month, using June as the base month.
Entertainment	\$60 each month.
Clothing	4% increase each month, using June as the base month.
Miscellaneous	\$5 per month.

SIX MONTH BUDGET FOR (STUDENT'S NAME)

OPTIONAL PROBLEM

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
BEGINNING BALANCE	\$100	\$290	\$155	\$220	\$255	\$115
RECEIPTS:						
PART-TIME JOB	\$200	\$200	\$200	\$220	\$220	\$220
CLOTHING ALLOW.	\$175	-	-	-	-	-
INTEREST	\$10	\$10	\$10	\$10	\$10	\$10
GIFTS - OTHER	-	-	-	-	-	-
TOTAL RECEIPTS	\$385	\$210	\$260	\$230	\$230	\$230
TOTAL CASH AVAILABLE	\$485	\$500	\$415	\$450	\$485	\$345
EXPENDITURES:						
CAR INSURANCE	-	\$150	-	-	-	-
GAS, OIL, ETC.	\$80	\$80	\$80	\$80	\$80	\$80
ENTERTAINMENT	\$60	\$60	\$60	\$135	\$135	\$60
CLOTHING	\$50	\$50	\$50	\$150	\$150	\$50
MISCELLANEOUS	\$5	\$5	\$5	\$5	\$5	\$5
TOTAL EXPENDITURES	\$195	\$345	\$195	\$195	\$370	\$195
ENDING BALANCE	\$290	\$155	\$220	\$255	\$115	\$150

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 10.
2. Reference Manual for Spreadsheet Program.

SIX MONTH BUDGET FOR (STUDENT'S NAME) OPTIONAL PROBLEM - cont.

	PER- CENTAGE INCREASE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
BEGIN- NING BALANCE		\$150.00	\$358.50	\$240.31	\$270.23	\$298.04	\$323.51
RECEIPTS:							
PART- TIME JOB	2%	\$224.40	\$228.89	\$233.47	\$238.14	\$242.90	\$247.76
CLOTHING ALLOW.	-	\$175.00	-	-	-	-	-
INTEREST	1%	\$10.10	\$10.20	\$10.30	\$10.40	\$10.50	\$10.61
GIFTS OTHER	-	-	-	-	-	-	\$100.00
TOTAL RECEIPTS		\$409.50	\$239.09	\$243.77	\$248.54	\$253.40	\$358.37
TOTAL CASH AVAILABLE		\$559.50	\$597.59	\$484.08	\$518.77	\$551.44	\$631.88
EXPENDITURES							
CAR INSURANCE	-	-	\$150.00	-	-	-	-
GAS, OIL, ETC.	5%	\$84.00	\$88.20	\$92.61	\$97.24	\$102.10	\$107.21
ENTERTAIN- MENT	-	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00	\$60.00
CLOTHING	4%	\$52.00	\$54.08	\$56.24	\$58.49	\$60.83	\$63.26
MISCEL- LANEOUS	-	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
TOTAL EXPENDITURES		\$201.00	\$357.28	\$213.85	\$220.73	\$227.93	\$235.47
ENDING BALANCE		\$358.50	\$240.31	\$270.23	\$298.04	\$323.51	\$446.41

MATERIALS NEEDED/OUTCOMES:

1. Learning Activity 10.
2. Reference Manual for Spreadsheet Program.

LEARNING ACTIVITY 10

PERSONAL CASH BUDGET

INSTRUCTIONS

Given the following information, prepare a personal budget for yourself for the first six months of 198X. The column headings should indicate the names of the months, while the row headings should indicate beginning cash balance, itemized receipts, total receipts, total cash available, itemized expenditures, total expenditures, and ending cash balance. Remember, ending cash balance of one month will be the beginning cash balance of the next month. Beginning cash balance on January 1 is \$100. Hand in your printout.

Receipts:

Part-time job	You get paid \$200 per month. In April you receive a 10% raise.
Clothing allowance from parents	You receive \$175 each January and July.
Interest on savings account	You receive \$10 per month.
Gifts - other	Your Grandmother always sends you \$50 for your birthday. Your birthday is in March.

Expenditures:

Car insurance	You pay \$300 per year for car insurance. This is paid in two semi-annual installments - 1/2 in February and 1/2 in August.
Gas, oil, etc.	You pay \$80 each month for gas, oil, and maintenance for your parents car that you use.
Entertainment	You spend \$60 each month, except in May, when you add an additional \$75 to cover prom expenses.
Clothing	You spend \$50 each month for clothes. Add an extra \$100 to May's amount to cover prom costs.
Miscellaneous	You spend \$5 each month on miscellaneous items.

LEARNING ACTIVITY 10A

What effect is there on your April, May, and June ending cash balances if we assume that, instead of receiving a raise in April, you lose your job? Hand in your printout.

KEY FOR LA 10

SIX MONTH BUDGET FOR (STUDENT'S NAME)

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
	-----	-----	-----	-----	-----	-----
BEGINNING BALANCE	\$100	\$290	\$155	\$220	\$255	\$115
RECEIPTS:	\$200	\$200	\$200	\$220	\$220	\$220
PART-TIME JOB						
CLOTHING ALLOW.	\$175	-	-	-	-	-
INTEREST	\$10	\$10	\$10	\$10	\$10	\$10
GIFTS - OTHER	-	-	\$50	-	-	-
	-----	-----	-----	-----	-----	-----
TOTAL RECEIPTS	\$385	\$210	\$260	\$230	\$230	\$230
	-----	-----	-----	-----	-----	-----
TOTAL CASH AVAILABLE	\$485	\$500	\$415	\$450	\$485	\$345
	-----	-----	-----	-----	-----	-----
EXPENDITURES:						
CAR INSURANCE	-	\$150	-	-	-	-
GAS, OIL, ETC.	\$80	\$80	\$80	\$80	\$80	\$80
ENTERTAINMENT	\$60	\$60	\$60	\$60	\$135	\$60
CLOTHING	\$50	\$50	\$50	\$50	\$150	\$50
MISCELLANEOUS	\$5	\$5	\$5	\$5	\$5	\$5
	-----	-----	-----	-----	-----	-----
TOTAL EXPENDITURES	\$195	\$345	\$195	\$195	\$370	\$195
	-----	-----	-----	-----	-----	-----
ENDING BALANCE	\$290	\$155	\$220	\$255	\$115	\$150
	=====	=====	=====	=====	=====	=====

KEY FOR LA 10A

SIX MONTH BUDGET FOR (STUDENT'S NAME)

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
	-----	-----	-----	-----	-----	-----
BEGINNING BALANCE	\$100	\$290	\$155	\$220	\$35	(\$325)
RECEIPTS:						
PART-TIME JOB	\$200	\$200	\$200	-	-	-
CLOTHING ALLOW.	\$175	-	-	-	-	-
INTEREST	\$10	\$10	\$10	\$10	\$10	\$10
GIFTS - OTHER	-	-	\$50	-	-	-
	-----	-----	-----	-----	-----	-----
TOTAL RECEIPTS	\$385	\$210	\$260	\$10	\$10	\$10
	-----	-----	-----	-----	-----	-----
TOTAL CASH AVAILABLE	\$485	\$500	\$415	\$230	\$45	\$315)
	-----	-----	-----	-----	-----	-----
EXPENDITURES:						
CAR INSURANCE	-	\$150	-	-	-	-
GAS, OIL, ETC.	\$80	\$80	\$80	\$80	\$80	\$80
ENTERTAINMENT	\$60	\$60	\$60	\$60	\$135	\$60
CLOTHING	\$50	\$50	\$50	\$50	\$150	\$50
MISCELLANEOUS	\$5	\$5	\$5	\$5	\$5	\$5
	-----	-----	-----	-----	-----	-----
TOTAL EXPENDITURES	\$195	\$345	\$195	\$195	\$370	\$195
	-----	-----	-----	-----	-----	-----
ENDING BALANCE	\$290	\$155	\$220	\$35	(\$325)	(\$510)
	=====	=====	=====	=====	=====	=====

LESSON TITLE: CULMINATING ACTIVITY

OBJECTIVES: To formulate a problem to solve on the spreadsheet.
 To organize and create a spreadsheet.
 To integrate all previous objectives.

TEACHING AIDS AND REFERENCES:

Handouts: Culminating Activity--Creative Thinking

TEACHING OUTLINE:

1. Distribute Creative Thinking Project. The student should generate and design a problem. The setup and organization should follow the guidelines in the instructions. The criteria that should be used in evaluation would be (1) following instructions in the learning activity and (2) organizing the setup in an easily readable form.

HINTS:

Some suggestions for possible projects are:

personal net worth
 personal income statement
 projected profit and loss statement
 cash flow
 depreciation schedule
 payroll
 balance sheet
 aging of accounts receivable
 breakeven analysis
 tax problem
 inventory
 ratio analysis
 pricing model
 stock portfolio analysis

MATERIALS NEEDED/OUTCOMES:

1. Creative Thinking Project.
2. Reference Manual for Spreadsheet Program.

CREATIVE THINKING

1. Create your own project. Suggestions: Sports, Averages, Calorie Counter, Tic Tac Toe, Payroll, etc.
2. Must have at least 5 columns.
3. Use at least two different formats.
4. Must use at least 2 different function commands. The more functions you use, the more points you receive.
5. Must use the window command (split the window).
6. Use various options--underlining, borders, commas, single and double rules. The more options you use, the more points you receive.
7. Use your imagination and creativity. Create something of which you will be proud.
8. Limitation: NO two programs can look alike (or similar). Each group of pairs MUST be different.

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MultiPlan Spreadsheet

Chicago Cub and National League Statistics, Cedar Rapids Gazette, April 1985

MultiPlan Command and Functions, Mathematical Operations, Special Keys, MultiPlan - A Reference Manual for DecMate II Digital Equipment Corporation, 1983