Memorandum

Date: November 3, 2009
To: Dr. Reese
From: Amelia Miller
RE: Graphing/Charting Assignment

This assignment displays my knowledge of Microsoft Excel. I have used several different styles of graphs compiled from tables I created in Excel. My charts demonstrate figures about foreign currency exchange, hits on a different search engines, student populations in my class, and a graph comparing the number of FFA chapters in two states, relating to my career in Agriculture and Natural Resources Education. I am demonstrating my ability to research information online and compile data logically. I have used several methods learned in class regarding the correct format of each style of graph. Below each image in this memo, I have described what methods I have used.

Australia and New Zealand Currency Exchange Rates Figure 1

1. Figure 1 shows the trend of the exchange rate for Australian and New Zealand currency in US Dollars over the past year. According to this graph, the best time for students to be traveling to either of these countries was about the middle of January 2009 through about the first of March 2009. I used a line graph to create Figure 1
because the information shown is a trend. From this line graph, it can be determined exactly what the exchange rate was on a specific day.

Figure 2 Difference in Search Results With and Without Quotations

2. Figure 2 represents the results from four different search engines with the subject in quotations and not in quotations. From this graph, it can be determined, searching without quotation marks on Yahoo! received the most hits. However, Google Scholar proved to obtain the least results overall. With each search engine, searching without quotations retrieved more results. I used a bar graph to demonstrate this information because it is easy to compare both categories, with and without quotations across each of the search engines. Here, I am not only comparing the search engines to each other but also to themselves, using the two different search techniques. I am comparing change in nominal information. Though some of the bars are so small, it is difficult to read, because Yahoo! had such a large number of results, it was difficult to choose any other scale.
3. Figure 3 shows the percent of males as compared to females in my TSM 251 class. In the title of the graph, I included the semester and year. It is very possible this ratio will change semester to semester, year to year. I found it important to make clear which TSM 251 class I am talking about. Also, I chose to use a pie chart because it based on 100%. This question required me to consider percents. The larger piece of the pie begins at 12noon and rotates to the right, clockwise, to comply with proper pie chart design.

4. Figure 4 represents the number of schools which have FFA programs in Michigan and Connecticut. I chose these two states because they are states I have lived and worked in. When I graduate, I would consider looking for a job in either. I used a
bar graph to display the data so that the states could be compared. Also, this is an example of how to lie with a graph. Proportionally, Michigan is larger than Connecticut, so while it seems Connecticut must not have a strong FFA program, it is more likely they do not have as many high schools and career centers overall, as compared to Michigan. Below are the web links to the information I used to create the graph.

**Sources**