MEMO

To: Dr. Luke Reese

From: Amanda Sollman

Date: October 26, 2007

RE: Graphing/Charting Assignment

In this assignment, you will find a series of charts and graphs, in addition to explanatory paragraphs, on a variety of topics. Programs used for this assignment include: MS Word, MS Excel, and Windows Explorer. Through this assignment and the related lecture, I have learned which style of graph/chart is appropriate for what type of information, which graphs should/shouldn’t be used (no 3-D!), and how to create graphs/charts in MS Excel and MS Word.

Figure 1.1 shows the comparison of exchange rates for the US dollar to the New Zealand dollar and the Australian dollar for the first of every month in 2006. If traveling to New Zealand, it would have been best to travel on July 1, 2006. If traveling to Australia, it would have been best to travel on April 1, 2006. A line graph was used to express the change over time of the exchange rate.

Sources:

Figure 1.2 shows a comparison of search results for three different search engines (Google, Yahoo, and Ask.com). Results are separated into a search with and a search without quotations. Google returned the best search results without and with quotations. A bar graph was used to compare the effect of the use
of quotations in a search, as well as to easily separate and compare the data from the three search engines.

**Sources:**


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**Figure 1.2: Comparing Internet Search Techniques for Nonpoint Source Pollution**

Figure 1.2 shows the comparison of search techniques for nonpoint source pollution. The bar chart illustrates the number of search results for different search engines with and without quotations.

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**Figure 1.3: Comparison of Number of Females and Males in TSM 251**

Figure 1.3 shows the comparison of number of girls and guys in the Fall 2007 semester of TSM 251. A pie chart was used to compare percentages of each from the class roster on Angel.

**Sources:**


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**Figure 1.4: Comparison of Percentage of Farm Receipts in Michigan from Top Five Agricultural Commodities**

Figure 1.4 compares the percentage of farm receipts in Michigan from the top five agricultural commodities. When working in agricultural communications, it is important to realize where the state excels so that your
communications pieces focus on important issues to the agricultural community. A pie chart with the listed percentages was used to separate each commodity in addition to an ‘Other’ category at the end that is made up of the remainder of the farm receipts.

Sources:

![Figure 1.4: Percentage of Michigan Farm Receipts in Top 5 Commodity Areas](image)

Figure 1.5 shows the growth of Michigan’s rural population from 1980 to an estimate of 2006. As someone producing agriculturally-related communications, it is important to know the focus group of my communications. Among others, housing location is a factor that should be remembered. A line graph was used to display the change in rural population over time.

Sources:
Figure 1.5: Michigan Rural Population 1980-2006