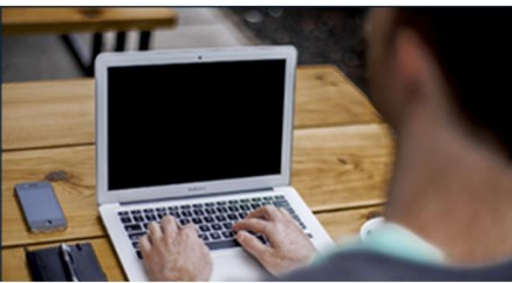
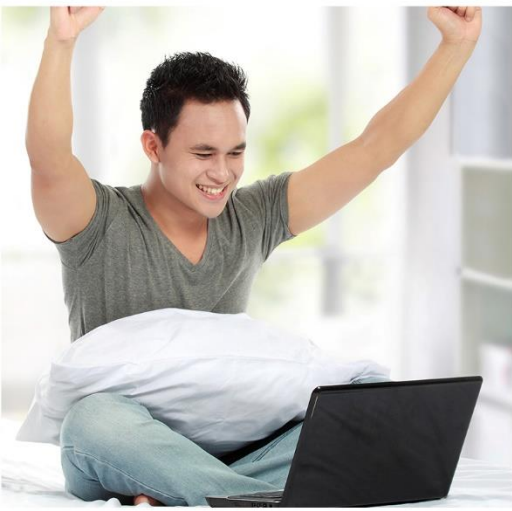


# SYLLABUS



**INFS 215 Business Software Applications**  
**Fall 2020**

# INFS 215 Business Software Applications

## Consortium of Adventist Colleges and Universities

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

|   |  |                |
|---|--|----------------|
| Username and password assistance                | <a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>       | (269) 471-6016 |
| Enrollment and withdrawal questions             | <a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a> | (269) 471-6323 |
| Technical assistance with online courses        | <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>               | (269) 471-3960 |
| Exam requests and online proctoring             | <a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>       | (269) 471-6566 |
| Distance Student Services - any other questions | <a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a> | (269) 471-6566 |

## Part 1: Course Information

### Course Descriptions

This course uses a hands-on approach to expose students to different software applications for problem-solving and decision-support in business. Spreadsheets will be used for data analysis and data modelling. Relational database management systems will be introduced. Other business intelligence software for data organization and visualization will be explored. Students also gain an understanding of organizational systems, planning, the decision process, and decision support technologies.

### Prerequisite

INFS 120.

### Required Text/Material

Winston, W. (2017). *Microsoft Excel Data Analysis and Business Modeling* (5th ed.). Redmond, WA: Microsoft Press. (ISBN: 978-1-5093-0421-9)

Murray, D. G. (2016). *Tableau Your Data!: Fast and Easy Visual Analysis with Tableau Software* (2nd ed.). Indianapolis, IN: Wiley. (ISBN: 13: 978-1118612040).

**NOTE:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree.

Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

### **Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore, it is expected that you will spend 140 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

- Readings: 3.5 hours for each Week ( $3.5 * 16$  Modules = 56 hours)
- Lectures: 2.5 hours for each Week ( $2.5 * 16 = 40$  hours)
- Interactive Discussions: 1.5 hour for alternative Weeks ( $1.5 * 8 = 12$  hours)
- Mid-term assignment:  $1 * 8 = 8$  hours
- Weekly work on Final Paper:  $1.5 * 16 = 24$  hours

### **Student Learning Outcomes**

By the end of the semester the student who successfully completes the course should be able to:

1. Evaluate an advanced level of proficiency in spreadsheet usage.
2. Analyze appropriate application software tools for use in specific situations.
3. Apply selected application software to solve business problems
4. Demonstrate knowledge of the ability to integrate application software.

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

The course will be taught using lectures/demonstrations, and in-class exercises. Most of the exercises will be hands-on using Windows systems.

### **Technical Requirements**

- Version of Windows: Windows 10
- Excel: 2016
- Type of internet connection: DSL, LAN, or cable connection desirable

### **LearningHub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### Discussion Forums (20%)

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required to respond to the initial posting. Please make sure you write these answers by conducting some research and cite both our text and external credible sources. Your postings in the discussion forum should be substantive. Answers such as "me too" or "I agree" do not qualify as relevant, substantive answers. I am looking for your thoughts, ideas and opinions.

Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

#### Assignments (30%)

The assignments will measure students' ability to set up, use, and write spreadsheet formula, as well as their ability to import and modify data in Excel, use data to construct diagrams and histograms, and identify target cells, changing cells, or constraints.

**Devotional (5%)**

Students are required to submit 6 devotional posts in alternative weeks.

**Midterm Assignment (15%)**

Students are required to submit Mid-Term Assignment during the term. See the course schedule on when the assignments are due.

**Final Project (30%)**

The Final project that includes creating a PivotTable that will be assigned during the end course of the semester. See the course schedule on when the Final Project is due.

**Rubrics****Assignments Rubric****Discussion Forum Rubric (12 points)**

|                   | <b>Mastery (3)</b>  | <b>Proficient (2)</b>  | <b>Emergent (1)</b>  | <b>No-Progress (0)</b> |
|-------------------|---|--|--|------------------------|
| <b>Content</b>    | Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic. | Demonstrates fair knowledge of concepts, skills, and theories.   | Demonstrates significantly flawed knowledge of concepts, skills, and theories. | Did not participate.   |
| <b>Support</b>    | Statements are well supported; posts extend discussion.                               | Statements are partially supported; posts may extend discussion. | Support is deficient; posts do not extend discussion.                          | Did not participate.   |
| <b>Timeliness</b> | Initial before deadline.  | Initial post 1 day late.   | Initial post 2 days late.  | Did not participate.   |
| <b>Quantity</b>   | Initial post and two other posts.   | Initial post and one other post.                                 | Initial post only.   | Did not participate.   |

**Assignments Rubric (12 points)**

| <b>Graded item</b>              | <b>No progress (0)</b>             | <b>Introductory (1)</b>                             | <b>Emergent (2)</b>  | <b>Proficient (3)</b>   | <b>Mastery (4)</b>   |
|---------------------------------|------------------------------------|---|--|---|--|
| <b>Steps of calculations</b>    | Steps of Calculations not included | Provided limited Steps of Calculation               | Provided limited Steps of Calculation with some steps missing or incorrect                   | Provided Steps of Calculation, but explanation not included                   | Provided detailed Steps of Calculation for the problems  |
| <b>Formulas used</b>            | Formulas are not used              | Formulas are incomplete and functions are incorrect | Formulas are complete or mostly complete, but functions are incorrect or yield output errors | Formulas are complete and include correct functions for accurate calculations | Formulas are complete and include correct functions for accurate calculations and incorporate advanced functions for presentation or problem solving such as linking to other sheets or conditional statements |
| <b>Arrived required answers</b> | Required answers are not arrived   | Approximate answers arrived                         | Approximate answers arrived at with significant errors                                       | Provided answers with minimum output errors                                   | Provided answers without errors  |

**Midterm & Final Rubric**

| <b>Graded item</b>              | <b>No progress (0)</b>             | <b>Introductory (3)</b>                             | <b>Emergent (6)</b>  | <b>Proficient (9)</b>   | <b>Mastery (12)</b>  |
|---------------------------------|------------------------------------|---|--|---|--|
| <b>Steps of calculations</b>    | Steps of Calculations not included | Provided limited Steps of Calculation               | Provided limited Steps of Calculation with some steps missing or incorrect                   | Provided Steps of Calculation, but explanation not included                   | Provided detailed Steps of Calculation for the problems  |
| <b>Formulas used</b>            | Formulas are not used              | Formulas are incomplete and functions are incorrect | Formulas are complete or mostly complete, but functions are incorrect or yield output errors | Formulas are complete and include correct functions for accurate calculations | Formulas are complete and include correct functions for accurate calculations and incorporate advanced functions for presentation or problem solving such as linking to other sheets or conditional statements |
| <b>Arrived required answers</b> | Required answers are not arrived   | Approximate answers arrived                         | Approximate answers arrived at with significant errors                                       | Provided answers with minimum output errors                                   | Provided answers without errors  |

**Exams**

There are no exams for this course.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

| Week                    | Lessons   | Readings  | Assignments  | Outcomes Met |
|-------------------------|---|---|--|--------------|
| Intro                   | These items will need to be completed before you will have access to the rest of the course | Orientation<br>Course Overview<br>Introductions<br>Academic Integrity   | Student Introductions<br>Academic Integrity Quiz<br>Academic Integrity Statement |              |
| 1<br>Aug 24 - 27        | Journals or Websites  | Chapter 1 – Basic spreadsheet modeling  | Discussion #1<br><b>Due Thursday, Sept 3, 11:55pm</b>                            | SLO1         |
| 2<br>Aug 28 –<br>Sept 3 | Basic spreadsheet modelling   | Chapter 1 – Basic spreadsheet modeling  | Assignment #1<br>Devotional # 1  | SLO2         |
| 3<br>Sept 4 - 10        | Do internet search and review any Articles  | Chapter 1 – Basic spreadsheet modeling  | Discussion #2  | SLO2         |
| 4<br>Sept 11 - 17       | Conditional functions   | Chapter 24 – Conditional formatting   | Assignment #2<br>Devotional #2   | SLO2         |
| 5<br>Sept 18 - 24       | Do internet search and review any Articles  | Chapter 8 - Evaluating investments by using net present value criteria & Chapter 9 - Internal rate of return<br>Key Logic Blog (Online Article)   | Discussion #3  | SLO2         |
| 6<br>Sept 25 –<br>Oct 1 | SUMIF, AVERAGEIF, SUMIFS, and AVERAGEIFS functions  | Chapter 21 – SUMIF, AVERAGEIF, SUMIFS, and AVERAGEIFS functions<br>AVERAGEIFS, SUMIFS and COUNTIFS Functions in Microsoft Excel (Online Article)<br>Video: How to use SUMIF and AVERAGEIF in Excel 2010 | Assignment #3  | SLO2         |
| 7<br>Oct 2 - 8          | Do internet search and review any Articles or Journals                                      | Chapter 3 - Lookup Functions  | Discussion #4  | SLO2         |
| 8<br>Oct 9 - 15         | Sensitivity analysis with data tables   | Chapter 17 - Sensitivity analysis with data tables  | Mid-term Assignment<br>Devotional #3   | SLO2         |
| 9<br>Oct 16 - 22        | Do internet search and review any Articles or Journals                                      | Chapter 26 -Tables<br>How to Reference Another Sheet or Workbook in Excel (with Examples) (Online Article)  | Discussion #5  | SLO3         |
| 10<br>Oct 23 - 29       | Importing data  | Chapter 38 - Importing Data from a Text file or Document<br>Chapter 39 - Importing Data from the Internet   | Assignment #4<br>Devotional # 4  | SLO2         |
| 11<br>Oct 30 –<br>Nov 5 | Do internet search and review any Articles or Journals                                      | Chapter 1 - Creating Visual Analytics with Tableau Desktop from Tableau Your Data! Fast and Easy Visual Analysis with Tableau Software textbook   | Discussion #6  | SLO3         |
| 12<br>Nov 6 - 12        | Summarizing data  | Chapter 41 - Summarizing Data by Using Histograms<br>Chapter 42 - Summarizing Data by Using Descriptive Statistics  | Assignment #5<br>Devotional # 5  | SLO2         |

| Week                 | Lessons  | Readings   | Assignments  | Outcomes Met |
|----------------------|--|--|--|--------------|
| 13<br>Nov 13 - 19    | Do internet search and review any Articles or Journals | Chapter 2 - Connecting to Your Data from Tableau Your Data! Fast and Easy Visual Analysis with Tableau Software textbook         | Discussion #7                                      | SLO4         |
| 14<br>Nov 20 - 26    | Do internet search and review any Articles or Journals | Chapter 52 - Using Correlations to Summarize Relationships<br>Chapter 53 - Introduction to Multiple Regression                   | Assignment #6<br>Devotional # 6                    | SLO2         |
| 15<br>Nov 27 – Dec 3 | Takeaway   | Course Takeaway  | Discussion #8<br><b>Due Friday, Nov 27, 5:00pm</b> | SLO4         |
| 16<br>Dec 4 - 10     | Using pivot tables and charts, power pivot             | Chapter 43 - Using PivotTables and Slicers to Describe Data<br>Chapter 45 - Summarizing Data with Database Statistical Functions | Final Assignment                                   | SLO3         |

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

| Percent %  | Description                   |
|------------|-------------------------------|
| 20%        | Weekly Discussions (8)        |
| 30%        | Assignments (6)               |
| 5%         | Devotional (6)                |
| 15%        | Mid-term Assignment (1)       |
| 30%        | Final assignment (1)          |
| <b>100</b> | <b>Total Percent Possible</b> |

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A            | 93-100%    |
| A-           | 90-92%     |
| B+           | 88-89%     |
| B            | 83-87%     |
| B-           | 80-82%     |

| Letter Grade | Percentage |
|--------------|------------|
| C+           | 78-79%     |
| C            | 73-77%     |
| C-           | 70-72%     |
| D            | 60-69%     |
| F            | 0-59%      |



## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.

7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.
5. [Source: University of Maryland, Communications Department]

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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