



# SYLLABUS

**INFS 215 Business Software Applications**

202141

# INFS 215 Business Software Applications

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

### Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### 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 Description

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

**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.

Winston, W. (2017). *Microsoft Excel Data Analysis and Business Modeling* (5th ed.). Redmond, WA: Microsoft Press. (ISBN: 9781509304219)

Murray, D. G. (2016). *Tableau Your Data!: Fast and Easy Visual Analysis with Tableau Software* (2nd ed.). Indianapolis, IN: Wiley. (ISBN: 13: 9781118612040)

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This course has 16 modules. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work include in this syllabus.

### Andrews University Unified Framework of Outcomes (AU UFO)

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world. We do this by teaching eight skills within five arenas of learning.

### *Intellectual, Affective, and Practical Skills*

AU students will build 8 foundational skills:

- information literacy
- academic reading skills
- quantitative literacy
- engaging diverse perspectives
- ethical reasoning
- analytical inquiry
- communication (written, spoken, visual)
- holistic wellness and life skills

### *Arenas of Learning*

This course seeks for students to meet specific outcomes in the following arenas.

**Specialized Knowledge:** AU Students will demonstrate competence in applying the concepts, knowledge, and skills of their chosen program.

**Faith Development and Integration:** AU Students will interpret life, learning, and civic responsibility through the lens of a Seventh-day Adventist Christian perspective and will articulate how that worldview, their own worldview, and other worldviews inform daily life in the context of their chosen profession.

**Applied and Innovative Learning:** AU Students will demonstrate applied and innovative skills crucial to their chosen profession as they make a meaningful contribution to discipline, institution, community, society, environment, or other aspects of the world.

### 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

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### 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:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

### Assessment Descriptions

#### Blogs (20%)

For each blog 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.

#### 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

### Discussion Forum Rubric (12 points)

	<b>Mastery (6)</b>	<b>Proficient (4)</b>	<b>Emergent (2)</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.

### 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.

**Suggested schedule for completion in 8 weeks:**

Module	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 Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Journals or Websites	Chapter 1 – Basic spreadsheet modeling	Blog #1	SLO1
	Basic spreadsheet modelling	Chapter 1 – Basic spreadsheet modeling	Assignment #1 Devotional # 1	SLO2
2	Do internet search and review any Articles	Chapter 1 – Basic spreadsheet modeling	Blog #2	SLO2
	Conditional functions	Chapter 24 – Conditional formatting	Assignment #2 Devotional #2	SLO2
3	Do internet search and review any Articles	Chapter 8 - Evaluating investments by using net present value criteria & Chapter 9 - Internal rate of return Key Logic Blog (Online Article)	Blog #3	SLO2
	SUMIF, AVERAGEIF, SUMIFS, and AVERAGEIFS functions	Chapter 21 – SUMIF, AVERAGEIF, SUMIFS, and AVERAGEIFS functions AVERAGEIFS, SUMIFS and COUNTIFS Functions in Microsoft Excel (Online Article) Video: How to use SUMIF and AVERAGEIF in Excel 2010	Assignment #3	SLO2
4	Do internet search and review any Articles or Journals	Chapter 3 - Lookup Functions	Blog #4	SLO2
	Sensitivity analysis with data tables	Chapter 17 - Sensitivity analysis with data tables	Mid-term Assignment Devotional #3	SLO2
5	Do internet search and review any Articles or Journals	Chapter 26 -Tables How to Reference Another Sheet or Workbook in Excel (with Examples) (Online Article)	Blog #5	SLO3
	Importing data	Chapter 38 - Importing Data from a Text file or Document Chapter 39 - Importing Data from the Internet	Assignment #4 Devotional # 4	SLO2
6	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	Blog #6	SLO3
	Summarizing data	Chapter 41 - Summarizing Data by Using Histograms Chapter 42 - Summarizing Data by Using Descriptive Statistics	Assignment #5 Devotional # 5	SLO2
7	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	Blog #7	SLO4
	Do internet search and review any Articles or Journals	Chapter 52 - Using Correlations to Summarize Relationships Chapter 53 - Introduction to Multiple Regression	Assignment #6 Devotional # 6	SLO2
8	Takeaway	Course Takeaway	Blog #8	SLO4
	Using pivot tables and charts, power pivot	Chapter 43 - Using PivotTables and Slicers to Describe Data Chapter 45 - Summarizing Data with Database Statistical Functions	Final Assignment	SLO3

**Suggested schedule for completion in 16 weeks:**

Module	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 Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Journals or Websites	Chapter 1 – Basic spreadsheet modeling	Blog #1	SLO1
2	Basic spreadsheet modelling	Chapter 1 – Basic spreadsheet modeling	Assignment #1 Devotional # 1	SLO2
3	Do internet search and review any Articles	Chapter 1 – Basic spreadsheet modeling	Blog #2	SLO2
4	Conditional functions	Chapter 24 – Conditional formatting	Assignment #2 Devotional #2	SLO2
5	Do internet search and review any Articles	Chapter 8 - Evaluating investments by using net present value criteria & Chapter 9 - Internal rate of return Key Logic Blog (Online Article)	Blog #3	SLO2
6	SUMIF, AVERAGEIF, SUMIFS, and AVERAGEIFS functions	Chapter 21 – SUMIF, AVERAGEIF, SUMIFS, and AVERAGEIFS functions AVERAGEIFS, SUMIFS and COUNTIFS Functions in Microsoft Excel (Online Article) Video: How to use SUMIF and AVERAGEIF in Excel 2010	Assignment #3	SLO2
7	Do internet search and review any Articles or Journals	Chapter 3 - Lookup Functions	Blog #4	SLO2
8	Sensitivity analysis with data tables	Chapter 17 - Sensitivity analysis with data tables	Mid-term Assignment Devotional #3	SLO2
9	Do internet search and review any Articles or Journals	Chapter 26 -Tables How to Reference Another Sheet or Workbook in Excel (with Examples) (Online Article)	Blog #5	SLO3
10	Importing data	Chapter 38 - Importing Data from a Text file or Document Chapter 39 - Importing Data from the Internet	Assignment #4 Devotional # 4	SLO2
11	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	Blog #6	SLO3
12	Summarizing data	Chapter 41 - Summarizing Data by Using Histograms Chapter 42 - Summarizing Data by Using Descriptive Statistics	Assignment #5 Devotional # 5	SLO2
13	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	Blog #7	SLO4
14	Do internet search and review any Articles or Journals	Chapter 52 - Using Correlations to Summarize Relationships Chapter 53 - Introduction to Multiple Regression	Assignment #6 Devotional # 6	SLO2
15	Takeaway	Course Takeaway	Blog #8	SLO4
16	Using pivot tables and charts, power pivot	Chapter 43 - Using PivotTables and Slicers to Describe Data 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. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
20%	Blogs (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%
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/web/ims/moodle/public/incompletes.html>.

### 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.

### 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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