UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Online Course Syllabus

GENERAL COURSE INFORMATION

COURSE NUMBER: INFS 6333

COURSE TITLE: Spreadsheet Modeling for Service Industries

DELIVERY METHOD: 100% online

PREREQUISITE: None

COURSE START DATE: January 13, 2021

COURSE END DATE: March 03, 2021

REQUIRED READING: Students are required to read all materials available at the Blackboard Learn site for this course on mycourses.utrgv.edu.

Software: You need to have Microsoft Office installed on your own computer (available in "vSoftware" under my.utrgv.edu).

Facilitator Information

Name: Jun Sun, PhD
Title: Professor of Information Systems
College of Business and Entrepreneurship, University of Texas Rio Grande Valley
Time Zone: U.S. Central
Email Address: jun.sun@utrgv.edu

Facilitator Availability

I am available from 9AM-9PM Central Time on most days, but attempt to reserve sometime during weekends for my family. During the week I am online most of the time during that timeframe. On Saturdays I tend to be online in the morning only, and on Sundays I tend to be online in the evening only. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible. I provide you with these times to make it easier to communicate with me, not to limit our contact and want you to know that, should you need to contact me outside these time frames, you should not hesitate to do so.

Facilitator Bio

I am posting my online biography in a separate note in the course discussion forum to give you more information about me. I look forward to reading your biographies and getting to know you.

Words of Welcome

Greetings from the facilitator of this course. I joined the former UTPA in 2006 and am currently a professor of information systems at UTRGV. I had 4 years of industry experience before getting my master's and doctoral degrees at the Texas A&M University. Yes, I am aggie but not a huge football fan (I like tennis and swimming though). I am looking forward to working with you to explore the exciting field of health informatics. I know it is challenging but you are not alone: everyone here is on the same board to help and learn from each other.

Course Objectives

COURSE DESCRIPTION:

This course focuses on spreadsheet modeling to support decision making by organizations in service industries, such as healthcare, banking, distribution, and education. Students develop critical thinking and problem solving skills to address real-world problems. The spreadsheet modeling capability acquired is highly practical for floor-level managers as well as executives. Course topics cover display charts, data exploration, decision-making logic, reference functions, financial impact of loans and investments, project management, what-if analysis, goal seek, visual basic programming, and other advanced tools.

STUDENT LEARNING OUTCOME (SLO):

Upon completion of the course the student will be able to:

A. Develop spreadsheet applications for various business areas.

B. Formulate modeling logic based on problem-solving framework.

C. Perform spreadsheet analysis to gain insights about different scenarios.

D. Carry out decision analysis to support decision-making.

E. Communicate application design to get user feedback.

SLO	Program SLO	THECB outcomes	Major Assignment
A	1. Frame problems in various areas applying analytics.	Critical Thinking Skills; Teamwork	Quizzes; Individual Exercise; Discussions; Group Projects.
B	2. Use IS and analytical tools to acquire and manage data.	Critical Thinking Skills; Teamwork	Quizzes; Individual Exercise; Discussions; Group Projects.
C	3. Use IS and analytical tools to perform analyses.	Empirical and Quantitative Skills; Teamwork	Quizzes; Individual Exercise; Discussions; Group Projects.
D	3. Use IS and analytical tools to perform analyses.	Empirical and Quantitative Skills; Teamwork	Quizzes; Individual Exercise; Discussions; Group Projects.
E	4. Effectively communicate analytics results.	Communication Skills; Teamwork	Project Presentations; Feedback to Presentations.

TOPICS AND OBJECTIVES

Week 1: Spreadsheet Modeling Overview

In this module, you are going to get familiar with the basic concepts of spreadsheet modeling.

Upon completion of this module, the students will be able to:

- Identify the basic concepts of spreadsheet modeling with at least 80% accuracy in answering quiz questions.
- Develop a simple spreadsheet application with at least 80% accuracy according to individual exercise answers.
- Formulate the modeling case for group project with at least 15 points out of 20 possible total points according to discussion rubric.
- Devise group project scenarios in which spreadsheet modeling can be applied with at least 15 points out of 20 possible total points according to project rubric.

Week 2: Problem-solving Framework

In this module, you are going to summarize the six-stage problem-solving framework for spreadsheet modeling.

Upon completion of this module, the students will be able to:

- Identify the concepts of problem solving with at least 80% accuracy in answering quiz questions.
- Apply the problem-solving framework with at least 80% accuracy according to individual exercise answers.

- Formulate the six-stage problem-solving framework of group project with at least 15 points out of 20 possible total points according to discussion rubric.
- Plan group project application with at least 15 points out of 20 possible total points according to project rubric.

Week 3: Modeling Logic

In this module, you are going to formulate modeling logic based on problem-solving framework.

Upon completion of this module, the students will be able to:

- Identify the concepts of influence chart for developing modeling logic with at least 80% accuracy in answering quiz questions.
- Convert modeling logic into worksheet design with at least 80% accuracy according to individual exercise answers.
- Formulate modeling logic of group project with at least 15 points out of 20 possible total points according to discussion rubric.
- Develop the influence chart for group project with at least 15 points out of 20 possible total points according to project rubric.

Week 4: Workbook Crafting

In this module, you are going to connect multiple worksheets into an organized workbook as a decision support system.

Upon completion of this module, the students will be able to:

- Identify the concepts of workbook crafting with at least 80% accuracy in answering quiz questions.
- Connect worksheets into an organized workbook with at least 80% accuracy according to individual exercise answers.
- Formulate the architecture design of group project with at least 15 points out of 20 possible total points according to discussion rubric.
- Design the workbook of group project with at least 15 points out of 20 possible total points according to project rubric.

Week 5: Spreadsheet Analysis

In this module, you are going to perform spreadsheet analysis to gain insights about different scenarios.

Upon completion of this module, the students will be able to:

- Identify the concepts of spreadsheet analysis with at least 80% accuracy in answering quiz questions.
- Complete spreadsheet analysis with at least 80% accuracy according to individual exercise answers.
- Formulate the design of spreadsheet analysis for the group project with at least 15 points out of 20 possible total points according to discussion rubric.

- Construct the spreadsheet analysis for the group project with at least 15 points out of 20 possible total points according to project rubric.

Week 6: Decision Analysis

In this module, you are going to carry out decision analysis with spreadsheet to support decision-making.

Upon completion of this module, the students will be able to:

- Identify the concepts of decision analysis with at least 80% accuracy in answering quiz questions.
- Complete decision analysis with at least 80% accuracy according to individual exercise answers.
- Formulate the design of decision analysis for group project with at least 15 points out of 20 possible total points according to discussion rubric.
- Construct decision analysis for the group project with at least 15 points out of 20 possible total points according to project rubric.

Week 7: Project Integration

In this module, you are going to use critical path method (CPM) and project evaluation and review technique (PERT) for spreadsheet modeling project management.

Upon completion of this module, the students will be able to:

- Identify the concepts of project management modeling with at least 80% accuracy in answering quiz questions.
- Complete critical path method (CPM) and project evaluation and review technique (PERT) with at least 80% accuracy according to individual exercise answers.
- Integrate weekly projects into a workable application with at least 15 points out of 20 possible total points according to project rubric.
- Explain the final group project to the class with at least 15 points out of 20 possible total points according to project rubric.
- Evaluate the designs of spreadsheet applications with at least 15 points out of 20 possible total points according to discussion rubric.

The Online Weekly Schedule

Electronic weeks begin on Wednesday and end on Tuesday:
Day 1 - Wednesday
Day 2 - Thursday
Day 3 - Friday
Day 4 - Saturday
Day 5 - Sunday
Day 6 – Monday
Day 7 - Tuesday

Where to Go to Class: Your Online Course Areas

Course Materials: This is a read-only board, which means you can read messages here but cannot send any. This is where I will post the course syllabus and materials.

Groups: You will be assigned to one of the groups to work on the group project in each week.

Unit Forum: This is discussion forum for each week where we will discuss the topics assigned. It has read-and-write access for everyone.

General Help Forum: This is the discussion forum for the whole course where we share questions, answers and feedbacks related to the course. It has read-and-write access for everyone.

Chat Room: Please use this channel to communicate with your classmates or the facilitator on a one-to-one synchronous manner. Just select the one that you want to chat with from the list showing who are currently logged in, and start the chat by typing in a message.

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Microsoft Office (Macintosh or Windows)
- Google's Chrome (latest version; Macintosh or Windows)
- Mozilla's Firefox (latest version; Macintosh or Windows)
- Microsoft's Edge (latest version)
- Adobe's Flash Player & Reader plug-in (latest version).
- Virus protection

Technical Assistance

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327
Toll-Free	1-866-654-4555	
Office Hours:	Monday - Friday, 7:30 a.m. - 6:00 p.m.	
Support Tickets:	Submit a Support Case via our Ask COLTT Portal	

24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

Learning Modules

The course is organized into modules of instruction by week, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, mini lectures, quizzes, discussion forum assignments, hand-on exercises, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your

questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments

Unless indicated otherwise in Weekly materials, you will submit an assignment (e.g. quiz, discussion, exercise, report etc.) to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

Collaborate

In addition to the learning activities noted above, I will also hold Live sessions using Collaborate during the semester at dates and times to be announced. For more information about Collaborate, visit Blackboards website Collaborate Handouts For Participants

TOPIC OUTLINE/SCHEDULE

Important Note: Activity and assignment details will be explained in detail within each week's corresponding weekly content area. If you have any questions, please contact the instructor.

Module	Objectives	Assignments/Activities
Week 1 1/13 – 1/19 Module 1 Spreadsheet Modeling Overview	1.1 Identify the basic concepts of spreadsheet modeling with at least 80% accuracy in answering quiz questions. 1.2 Develop a simple spreadsheet application with at least 80% accuracy according to individual exercise answers. 1.3 Formulate the modeling case for group project with at least 15 points out of 20 possible total points according to discussion rubric. 1.4 Devise group project scenarios in which spreadsheet modeling can be applied with at least 15 points out of 20 possible total points according to project rubric.	Read/View: 1. Softchalk lesson: Spreadsheet modeling overview 2. Mini-lecture: Spreadsheet modeling basics Do: 3. Self-introduction 4. Quiz embedded in SoftChalk lesson 5. Individually, develop a simple profitability worksheet 6. In groups, brainstorm the business scenario for which the spreadsheet modeling project will be built upon 7. Complete the group report of modeling case development

Module	Objectives	Assignments/Activities
Week 2 1/20 – 1/26 <u>Module 2</u> Problem-solving Framework	2.1 Identify he concepts of influence chart for developing modeling logic with at least 80% accuracy in answering quiz questions. 2.2 Convert modeling logic into worksheet design with at least 80% accuracy according to individual exercise answers. 2.3 Formulate modeling logic of group project with at least 15 points out of 20 possible total points according to discussion rubric. 2.4 Develop the influence chart for group project with at least 15 points out of 20 possible total points according to project rubric.	Read/View: 1. Softchalk lesson: Modeling logic 2. Mini-lecture: From modeling logic to worksheet design Do: 3. Quiz embedded in SoftChalk lesson 4. Individually, develop an advertising budget worksheet based on the modeling logic 5. In groups, brainstorm the influence chart based on the group's problem-solving framework 6. Complete the group report of influence chart
Week 3 1/27 – 2/2 <u>Module 3</u> Modeling Logic	3.1 Identify the concepts of influence chart for developing modeling logic with at least 80% accuracy in answering quiz questions. 3.2 Convert modeling logic into worksheet design with at least 80% accuracy according to individual exercise answers. 3.3 Formulate modeling logic of group project with at least 15 points out of 20 possible total points according to discussion rubric. 3.4 Develop the influence chart for group project with at least 15 points out of 20 possible total points according to project rubric.	Read/View: 1. Softchalk lesson: Modeling logic 2. Mini-lecture: From modeling logic to worksheet design Do: 3. Quiz embedded in SoftChalk lesson 4. Individually, develop an advertising budget worksheet based on the modeling logic 5. In groups, brainstorm the influence chart based on the group's problem-solving framework 6. Complete the group report of influence chart
Week 4 2/3 – 2/9 <u>Module 4</u> Workbook Crafting	4.1 Identify the concepts of workbook crafting with at least 80% accuracy in answering quiz questions. 4.2 Connect worksheets into an organized workbook with at least 80% accuracy according to individual exercise answers. 4.3 Formulate the architecture design of group project with at least 15 points out of 20 possible total points according to discussion rubric. 4.4 Design the workbook of group project with at least 15 points out of 20 possible total points according to project rubric.	Read/View: 1. Softchalk lesson: Workbook crafting 2. Mini-lecture: Workbook organization Do: 3. Quiz embedded in SoftChalk lesson 4. Individually, organize the worksheets of museum fundraising workbook 5. In groups, brainstorm the architecture design based on the group's influence chart 6. Complete the group report of workbook design

Module	Objectives	Assignments/Activities
Week 5 2/10 – 2/16 <u>Module 5</u> Spreadsheet Analysis	5.1 Identify the concepts of spreadsheet analysis with at least 80% accuracy in answering quiz questions. 5.2 Complete spreadsheet analysis with at least 80% accuracy according to individual exercise answers. 5.3 Formulate the design of spreadsheet analysis for the group project with at least 15 points out of 20 possible total points according to discussion rubric. 5.4 Construct the spreadsheet analysis for the group project with at least 15 points out of 20 possible total points according to project rubric.	Read/View: 1. Softchalk lesson: Spreadsheet analysis 2. Mini-lecture: Spreadsheet analysis tools Do: 3. Quiz embedded in SoftChalk lesson 4. Individually, carry out spreadsheet analysis on advertising budget 5. In groups, brainstorm the spreadsheet analysis for the spreadsheet modeling project 6. Complete the group report of spreadsheet analysis
Week 6 2/17 – 2/23 <u>Module 6</u> Decision analysis	6.1 Identify the concepts of decision analysis with at least 80% accuracy in answering quiz questions. 6.2 Complete decision analysis with at least 80% accuracy according to individual exercise answers. 6.3 Formulate the design of decision analysis for group project with at least 15 points out of 20 possible total points according to discussion rubric. 6.4 Construct decision analysis for the group project with at least 15 points out of 20 possible total points according to project rubric.	Read/View: 1. Softchalk lesson: Decision analysis 2. Mini-lecture: Decision analysis methods Do: 3. Quiz embedded in SoftChalk lesson 4. Individually, carry out decision analysis on land purchase 5. In groups, brainstorm the decision analysis for the spreadsheet modeling project 6. Complete the group report of decision analysis
Week 7 2/24 – 3/3 <u>Module 7</u> Project Integration	7.1 Identify the concepts of project management modeling with at least 80% accuracy in answering quiz questions. 7.2 Complete critical path method (CPM) and project evaluation and review technique (PERT) with at least 80% accuracy according to individual exercise answers. 7.3 Integrate weekly projects into a workable application with at least 15 points out of 20 possible total points according to project rubric. 7.4 Explain the final group project to the class with at least 15 points out	Read/View: 1. Softchalk lesson: Project management 2. Mini-lecture: CPM and PERT with Excel Do: 3. Quiz embedded in SoftChalk lesson 4. Individually, carry out CPM and PERT on spreadsheet modeling project management 5. In groups, complete the final group project 6. In groups, present the final group project to the class

Module	Objectives	Assignments/Activities
	of 20 possible total points according to project rubric. 7.5 Evaluate the designs of spreadsheet applications with at least 15 points out of 20 possible total points according to discussion rubric.	7. Individually, evaluate other groups' designs of spreadsheet applications

GRADING Policy

Graded Course Activities

Deliverable	Points
Self-introduction	5
Softchalk Lessons / Quizzes	20 × 7
Individual Assignments	20 × 7
Group Discussions	20 × 7
Group Projects	20 × 7
Project Presentation	20
Total	**585**

The grading of class discussions and group projects is based on the attached discussion rubric and project rubric, respectively. Other problem-solving assignments are graded by their correctness and accuracy against standard answers.

Final grades assigned for this course will be based on the total points earned and are assigned as follows:

A = 526 or above
B = 468-525
C = 410-467
F = Below 410

Incomplete Grades

Incomplete grades will not be awarded.

Late Assignments

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades and provide necessary feedback each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE POLICIES

Questions and Answers

Please post all course-related questions in the corresponding weekly thread on the **General Help Forum**. To make it easy for others to find out whether a similar question has been previously raised and addressed, please use a brief but meaningful thread title. If a new question is not answered by the instructor and other classmates within 24 hours, you may remind the instructor by email.

Participation

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does, and how well you do, depend on all the team members working cooperatively.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Naming and Submitting Documents

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

The name of your…	…should follow the format:	Example:
Report	LastNameFirstInitial_Report.doc	SmithJ_Report.doc

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider de-enrolling from a course. Refer to the UTRGV Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability Services, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a SSWD counselor to request special accommodation *before* classes start.

Disability Services is located in room 322 University Center and can be contacted by phone at (956) 316-7911 (Voice) (956) 316-7911 or via email at disabilityservices@utrgv.edu.

Commit to Integrity

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

UTRGV Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. The University of Texas Rio Grande Valley expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about UTRGV's Academic Honesty Policy & Procedures

Definitions

At UTRGV, Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism is a form of cheating. At UTRGV, "plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit" (HOP).

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.
Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

Final Week Requirements

Group project report, presentation and feedback will be required during the final week of the course. No late submissions will be accepted after the last day of class.

Attachments

Please do NOT send assignments via email as attachments.

Learning Groups

UTRGV online students are expected to work effectively in diverse groups and teams to achieve tasks. They must collaborate and function well in team settings as both leaders and followers. They should respect human diversity and behave in a tolerant manner toward colleagues and peers.

Several of the assignments in this class will be completed in Learning Groups of three to four students randomly assigned. If you experience difficulties working with your group, you are expected to resolve them within the group if possible. However, please feel free to contact me for guidance if you have concerns in this area.

Because Learning Group projects are outcome-based, all members of your Learning Group will generally earn the same grade for Learning Group projects. However, I reserve the right to report different grades for different Learning Group members if I see a substantial imbalance in individual contribution.

Learning Groups should provide a brief summary of any communication held outside the forum. Therefore, if you hold conference calls, work in a real-time chat room, or get together outside the Blackboard Learn environment in another way, please post a log, transcript, or summary in the **weekly group** forum. Further, do not use any of these supplementary communication tools unless everyone on your Learning Group agrees to the method and to the schedule. If you have any questions, please contact me.

Discussion Board Guidelines

There is one weekly discussion graded for participation. The forum is divided into groups and serves as a place to discuss project assignments. Discussion board postings will count toward 140 points of your 600 points total grade. Each weekly discussion forum is worth 20 points, and timely and meaningful postings of minimum of 200 words in total (not counting spaces) will receive 100% credit. All discussion board postings will be due and must be submitted no later than midnight on the last day of the week the thread is posted and available for input. No late discussion postings will be allowed nor considered for grading. See the Discussion Rubric under each weekly forum for details regarding grading criteria.

Please click "reply" to post your contribution to the thread. Make sure to compose first and then post to the discussion board. You may find it easier to first compose your response on Microsoft Word and then copy and paste it onto the discussion board. Check your spelling and grammar before posting. Interaction between students about information posted is welcome and urged, just please remember to be polite and not criticize what is posted. The instructor reserves the right to delete an inappropriate posting.