Strategies for Success

COURSE GUIDE

Microcomputer Applications (CAP 101)

Title III Strengthening Institutions Project
Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.
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Introduction

This course satisfies the Computer Literacy and Impact of Technology Intensive Values.

As a result of a Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement, this course has been designed to incorporate the following Core Student Success Skills (CSSS): Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. The concept is to lead students to apply these skills as a method for learning course content. The expectation is that by practicing these skills in this course, they will develop into more successful college students overall, and as a result, persist in their college studies.

- The Microcomputer Applications Resource guide is a resource and reference document for instructors teaching this course.
- The curriculum guide is meant to assist instructors with lessons and activities that address the five student success skills.
- Instructors are encouraged to modify the enclosed lessons and activities to accommodate students’ learning styles and academic levels.

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Description of Core Student Success Skills

The following operational definitions adopted from the Introduction to Psychology Strategies for Success Course Guide.

Numerous research studies suggest that the skills of Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment are important to student success in college classrooms. The concept of the grant is to lead students to apply these skills as they learn the course content. The expectation is that by practicing these skills in a course, they will develop into more successful college students.

**Critical Thinking**
Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

**Communication**
Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

**Collaboration**
Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

**Organization**
Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

**Self-Assessment**
Self-Assessment encompasses several student abilities. First, it is the ability to apply course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies (Duffy, 2009).
CAP 101 Student Learning Outcomes

After successfully completing CAP 101 – Microcomputer Applications, students will be able to

1. Demonstrate the general knowledge and skills needed to operate a computer.

2. Name and identify the components and operating principles of a personal computer, including:
   - Hardware
   - System software
   - Application software
   - Basic networking concepts

3. Perform basic operations using the Windows operating system, including:
   - Format and copy disks
   - Manage files and folders using Windows Explorer

4. Effectively use the Internet as a research tool including
   - Formulating search strings
   - Using appropriate search tools
   - Critically evaluating information
   - Properly citation of sources

5. Effectively use the Internet as a communication tool. This includes
   - Composing and responding to e-mail using proper netiquette
   - Contributing to Discussion Boards
   - Navigating and using the basic functions of Blackboard (Bb), the college’s Learning Management System

7. Develop word processing, spreadsheets and presentation graphics Using Microsoft Office suite as a business productivity and problem solving tool for:
   - Word processing - letters, reports (Microsoft Word)
   - Spreadsheet analysis - budgets and financial statements (Microsoft Excel)
   - Business Graphics - pie, line and bar charts (Microsoft Excel)
   - Presentation Graphics (Microsoft PowerPoint)

LESSON/ACTIVITY PLAN: Prepare a Research Paper

DESCRIPTION:
Students will use their research skills and the knowledge they have gained in this course to write and format correctly a short research paper.

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
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<td>Oral, written, technological + information literacy</td>
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</table>

COURSE OUTCOMES ADDRESSED:
- The salient features of Microsoft Office software
- How to access the World Wide Web (WWW) from work, school and home to access and send information over the Internet
- How to use the Microsoft Word software program to prepare business correspondence, resumes, research papers, and simple desktop published projects like flyers and newsletters

LESSON OBJECTIVES: After successfully completing this activity, students will be able to
- Write and format correctly a short research paper.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Basic computing skills including an ability to browse the Internet and a familiarity with the Microsoft Office interface.

TIME ALLOTTED:
Research Paper will be completed over a three week period

MATERIALS / EQUIPMENT/HANDOUTS:
PCs with Internet Access, ideas for activities.

WEBSITES:
The students will be given these websites to be used for reference:
- http://www.docstyles.com/mlacrib.htm
- http://owl.english.purdue.edu/owl/resource/557/06/
- http://english.ttu.edu/kairos/1.2/inbox/mla_archive.html
- http://owl.english.purdue.edu/owl/resource/557/09/
PROCEDURES:
Students will
1. Select a topic to write the research paper on based upon the list of topics provided.
2. Apply research techniques as outlined in the course web search presentation by researching the topic and taking notes.
3. Organize ideas.
4. Write first draft and reference sources of information.
5. Format the paper in the MLA Style.
6. Properly cite at least four references and put them in alphabetic order at the end of the document.
7. Complete the 700 word paper with properly annotated references and footnotes.
8. Proofread and revise the paper as necessary.
9. Apply good time management skills to leave enough time to do proper research, create an outline and compose the research paper in an orderly manner.
10. Use Microsoft Word to aid in the proper formatting of the document.

CLOSURE:
Students will provide weekly emails outlining their progress towards completion and turn in the final research paper by the due date.

EXTENSION AND REMEDIATION:
Students should review feedback from the instructor to reinforce actions done correctly and to learn from actions done incorrectly.

ASSESSMENT:
Instructor will provide each student a detailed evaluation of the completed research paper. Details of the research project can be seen in the following student handout.
**Handout: Preparing a Research Paper**

Students use their research skills and the knowledge they have gained in this course to write and format correctly a short research paper.

Chose one of the following topics for their Computer Research Paper

- Getting Help with Using Computers
- Integrating Computers into their Daily Life
- Using the Internet Wisely
- Making Their Computing Environment Secure
- Essential Gadgets for their Computer Environment
- Deciding which Browser is Best for students
- Deciding on which Computer is Best for Students
- Alternatives to Microsoft Office
- Computer Etiquette
- Future of Computers

Use the *In the Lab* exercise outlined on pages WD 138-9 in their textbook as a guide.

In addition, follow steps listed below to confirm that students are meeting the MLA Documentation Style standards:

**MLA (Modern Language Association) Documentation Style**

Use the following format:

- List the Works Cited in alphabetic order on the last page.
- Double-space text on all pages.
- Use MLA headers (last name, a space, page number) placed in top right corner.
- Use one-inch margin on all sides of each page.
- Indent the first word of each paragraph one-half inch from the left margin.
- Place their name, Prof Kilroy (their instructor), course name, date in a block at the left margin beginning one inch from the top of the first page.
- Center the title one double-space below their name and course information.
- In the body of the paper, place author references in parentheses with the page number(s) where the referenced information is located. The MLA style uses these in text parenthetical citations instead of footnoting each source at the bottom of the page.
- In the body of the paper, use superscripts (raised numbers) for note reference marks, which signal that an explanatory note exists. Explanatory notes are used to elaborate on points discussed in the body of the paper. Explanatory notes may be placed either at the bottom of the page as footnotes or at the end of the paper as endnotes.
- Double-space the explanatory notes. Superscript each note reference mark, and indent it one-half inch from the left margin.
- Place one space following the note reference mark before beginning the note text.
- The MLA style uses the term “Works Cited” for the bibliographical references. The works cited page alphabetically lists works that are referenced directly in the paper by each author’s last name, or, if the author’s name is not available, by the title of the work.
- Place the works cited on a separate numbered page.
• Note that students need to cite four references from which students have gathered information and include the proper citation notation in the body of the text as well as on the Works Cited page.
• Center the title, Works Cited, one inch from the top margin.
• Begin the first line of each entry at the left margin. Indent subsequent lines of the same entry one-half inch from the left margin.
• Use Font Size of 12 and Times New Roman Font along with Arabic numbers as their note reference marks (1, 2, 3).
• The minimum number of words is 700.
• Spell check their document before submitting it.
• Grammar check their document before submitting it.
• Heading caps. "The rules for capitalizing are strict. In a title or subtitle, capitalize the first word, the last word, and all principal words, including those that follow hyphens in compound terms" (Gibaldi 103). These are commonly referred to as heading caps. Do not capitalize the following unless they begin a title or follow a colon:
  o Articles: a, an, the.
  o Prepositions: against, between, in, of, to.
  o Conjunctions: and, but, for, nor, or, so, yet.
  o Infinitive: to.

Consult these websites for guidance on academic writing in MLA style.

• MLA Style Lite for Research Papers http://www.docstyles.com/mlacrib.htm
• Purdue Online Writing Lab http://owl.english.purdue.edu/owl/resource/557/06/
• Writing Help-Central: MLA Format or MLA Style http://www.writtinghelp-central.com/mla.html
• Beyond the MLA Handbook: Documenting Electronic Sources on the Internet http://english.ttu.edu/kairos/1.2/inbox/mla_archive.html
Additional notes regarding MLA Style:
According to MLA style, students must have a Works Cited page at the end of their research paper. Works Cited page preparation and formatting is covered in chapter 5 of the MLA Handbook, and chapter 6 of the MLA Style Manual. All entries in the Works Cited page must correspond to the works cited in their main text.

Basic Rules
• Begin their Works Cited page on a separate page at the end of their research paper. It should have the same one-inch margins and last name, page number header as the rest of their paper.
• Label the page Works Cited (do not underline the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
• Double-space all citations, but do not skip spaces between entries.
• List page numbers of sources efficiently, when needed. If students refer to a journal article that appeared on pages 225 through 250, list the page numbers on their Works Cited page as 225-50.
• If a student cites an article or a publication that was originally issued in print form but that students retrieved from an online database, students should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access).

Capitalization and Punctuation
Capitalize each word in the titles of articles, books, etc, but do not capitalize articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle: Gone with the Wind, The Art of War, There Is Nothing Left to Lose. Use italics or underlining for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles).

Listing Author Names
Entries are listed by author name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth
Levy, David M.
Wallace, David Foster

Do not list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr.," with the suffix following the first or middle name and a comma. For additional information on handling names, consult section 3.8 of The MLA Handbook and sections 6.6.1 and 3.6 of the MLA Style Manual.

Work with No Known Author
Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in their paper. In this case, Boring Postcards USA has no known author:
Examples:

Baudrillard, Jean. Simulacra and Simulations.
Boring Postcards USA.
Burke, Kenneth. A Rhetoric of Motives.

(Information gathered from: http://owl.english.purdue.edu/owl/resource/557/06/)

Further information regarding MLA Style can be obtained at:

- http://english.ttu.edu/kairos/1.2/inbox/mla_archive.html
- http://owl.english.purdue.edu/owl/resource/557/09/

Grading Plan:
The grade will be measured based upon their originality, composition, legibility, content, spelling, grammar, and abiding by the MLA format. Each error will be noted and will subtract 3% from their final grade for this part of the test.
LESSON/ACTIVITY PLAN: Electronic Portfolio

DESCRIPTION: In this course, students develop a number of documents in MS Word, PowerPoint and Excel. This lesson teaches the students how to organize their documents using electronic media.

CORE STUDENT SUCCESS SKILLS:

<table>
<thead>
<tr>
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<tr>
<td>Organization</td>
<td>time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>Collaboration</td>
<td>community activities, service, group exploration</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>academic and career goal setting, self-advocacy</td>
</tr>
<tr>
<td>Communication</td>
<td>oral, written, technological + information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:
- Perform basic operations using the Windows operating system, including:
  - Format and copy disks, and
  - Manage files and folders using Windows Explorer
  - Identify, organize, and allocate time, money, materials, space, and people

LESSON OBJECTIVES:
After completing this lesson, students should be able to:
- Create a folder for documents for this course.
- Develop a suitable folder hierarchy to store and locate the documents they will develop in this course.
- Create the folder hierarchy.
- Download resources from the Shelley-Cashman website.
- Create and store documents according to the folder hierarchy as the semester progresses.
- Locate documents stored in their folder hierarchy.
- Review their documents against a checklist provided by the instructor.
- Evaluate their electronic portfolio at the end of the semester with the instructor.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Before undertaking this lesson students should be able to:
- Locate and create files on a computer using Microsoft Explorer.
- Connect a flash drive to a PC.
- Disconnect a flash drive from a PC.

TIME ALLOTTED:
This activity begins the second week of class and continues throughout the semester with the portfolio evaluation occurring during the last two weeks of the semester.

The initial activity of setting up the folder hierarchy takes about 20 minutes of class time.
Each week, five minutes of class time are devoted to reviewing the folder hierarchy and the location of newly created documents.

MATERIALS / EQUIPMENT/HANDOUTS:
This activity requires:
- PC’s in the classroom
- Flash drive for each student (provided by the student)
- Checklist of each document developed over the course duration
- Rubric for the final portfolio evaluation

WEBSITES:
The Shelly-Cashman website. Students need to download resources files from this site.

PROCEDURES:
1. **Week 2**: Students create their electronic portfolio hierarchy on their flash drives. Students download resources from the Shelley-Cashman website. The instructor distributes the electronic portfolio checklist.
2. **Ongoing**: each week, students create new MS Office documents. The instructor reviews the location of the documents on the electronic portfolio
3. **Weeks 13 and 14**: Students sign up for an electronic portfolio review. The instructor reviews the electronic portfolio.

CLOSURE: This is accomplished by the electronic portfolio review by the instructor according to the rubric.

EXTENSION AND REMEDIATION: The instructor will review the electronic portfolio during the last two weeks of class time. If one or two documents are missing from the electronic portfolio, the student may resubmit the electronic portfolio for re-evaluation.

ASSESSMENT:
The students demonstrate organizational skills by constructing an electronic media structure that allows them to store and locate their work in an easy fashion. The students demonstrate self-assessment by comparing their stored documents against the checklist of documents on a weekly basis.
LESSON/ACTIVITY PLAN: Design & Create a Presentation using MS PowerPoint

DESCRIPTION: New students at MCC have difficulty knowing what services are available to them and where to locate these services on campus, specifically the library, the registrar, and health services. To address these concerns, students volunteer as a member of the New Student Orientation Team to create a presentation and distribute a handout showing frequently accessed areas of the school.

- Title slide
- Introductory slide describing at least four landmarks on campus, including
  - Health services
  - The library
  - The registrar
- At least one student service of their choice.
- A slide, with an image and a bulleted list for each landmark
- A concluding slide

Obtain a map of their campus and import it as a picture in their presentation.

- Make certain students recolor the map so that it fits in with their chosen theme
- Incorporate callouts on the map to indicate the landmarks described in the presentation
- Add a background style and slide transitions
- Print a handout with two slides per page

CORE STUDENT SUCCESS SKILLS:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Critical Thinking: knowledge integration, reasoning, problem solving</td>
</tr>
<tr>
<td>X</td>
<td>Organization: time management, note taking, test taking, study skills</td>
</tr>
<tr>
<td>X</td>
<td>Collaboration: community activities, service, group exploration</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment: academic and career goal setting, self-advocacy</td>
</tr>
<tr>
<td>X</td>
<td>Communication: oral, written, technological + information literacy</td>
</tr>
</tbody>
</table>

COURSE OUTCOMES ADDRESSED:
Use Microsoft Office as a business productivity and problem-solving tool for presenting graphics Information. Display an ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information.

LESSON OBJECTIVES: After successfully completing this activity, students will be able to

- Design a PowerPoint presentation that addresses a need for a specific audience.
- Develop a complete presentation using MS Office PowerPoint that includes:
  - A title slide
  - An introductory slide
  - Content slides which contain
    - An appropriate image
    - A bulleted list
    - A map with callouts
    - A summary or concluding slide.
- Create a unified look and feel throughout the presentation.
- Locate required information for a presentation.
• Summarize the information for each slide.
• Present information in a set of slides.
• Select appropriate images for each slide.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Before undertaking this activity, students should complete the two PowerPoint lessons in the textbook.

TIME ALLOTED:
One class period with the remainder of the work completed outside of class.

MATERIALS / EQUIPMENT/HANDOUTS:
This activity requires:
• PC’s in the classroom with access to MS PowerPoint and the internet
• Sample fliers from the various services on campus, (e.g., the library, health services)
• The instructor can show a sample flier but the students should take the initiative to acquire his own information
• Rubric

WEBSITES:
The student services tab on the MY MCC website, mymcc.middlesex.mass.edu contains links for student services.

PROCEDURES:
After completing the second PowerPoint lesson, the instructor reviews the assignment with the students. The instructor should not show students an exemplar of the final presentation. The instructor answers questions on how to get started on this project or how to research information. Students collect and organize information and images for the presentation. Students create presentation. They select theme, include background image, and provide transitions.

CLOSURE:
Students submit the assignment to the instructor for review according to the rubric.

Here is a sample rubric graded out of 25 possible points:

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Their points and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have created a PowerPoint Presentation to orient new students to MCC as described in the project requirements.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Students have included an introductory slide.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Students have included a map of the campus highlighting the location of the registrar, the library, and health services as well as any additional student services included in their presentation.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Students have a slide providing detail and an image for each location.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Students have included a summary slide.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Their presentation is professional and incorporates the techniques presented in class. 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal</td>
<td>23</td>
</tr>
<tr>
<td>As always, -1 point off for every misspelled word.</td>
<td></td>
</tr>
<tr>
<td>Extra effort</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

EXTENSION AND REMEDIATION:

ASSESSMENT:
Students demonstrate critical thinking skills through gathering information about the services offered to students on their campus and deciding how to summarize the information for the presentation. Students demonstrate communication skills by developing a presentation which orients new students to college services in a way that will be engaging to their peers.

Students demonstrate organization skills by managing the information they gather. Collaboration skills are an important part of this activity. Students consider the needs of the newer members of the student body community. Additionally, students may work together to gather information; however, each student must develop a unique presentation.
LESSON ACTIVITY PLAN: Discussion Forum Participation

DESCRIPTION:
Students use their understanding of the topics, skills in writing in a pleasant and business like format to present their ideas initially but also to reply to other student’s ideas and comments.

CORE STUDENT SUCCESS SKILLS:

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<td>Communication: written, technological + information literacy</td>
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COURSE OUTCOMES ADDRESSED:

- The salient features of Microsoft Office software
- How to access the World Wide Web (WWW) from work, school and home to access and send information over the Internet
- How to use the Microsoft Word software to prepare business correspondence, resumes, research papers, and simple desktop published projects like flyers and Newsletters
- How to use Microsoft Excel spreadsheet program to prepare budgets, graphs forecasts and perform "what-if" analysis
- How to use Microsoft PowerPoint presentation graphics software to prepare impressive multimedia presentations for home school or business
- How to participate and respond to online discussions

In addition, students will have the opportunity to gain employable skills using the teamwork experience completing their class project.

LESSON OBJECTIVES: After successfully completing this activity, students will be able to:

- Write in a constructive manner initial entries as well as replies to at least one other student for each discussion forum topic.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Basic thought process skills including an ability to use good writing skills in organizing their ideas and laying them out in a presentable manner.

TIME ALLOTTED:
Each week a new topic will be presented for each student to consider, in preparation for responding to it, they will be involved with researching, collecting information, analyzing it, evaluating it and then presenting it in the form of their reply to the situation/problem that I presented to students. Students will also have two days to consider the entries of each of the other students and then comment on at least one other student’s initial entry.
**MATERIALS / EQUIPMENT/HANDBOUTS:**
PCs with access to the Internet with the use of Blackboard for students to post their initial entries and replies weekly.

**WEBSITES:**
The students are given initial guidance with a posting from the instructor of a document entitled *Discussion Forum Guidelines* which will be posted on the course web site. Additional thoughts on the subject of participation in discussion forums can be obtained by researching on the Internet.

**PROCEDURES:**
Students will:

1. Select “Go to the Discussion Forum” section of the course website and review the initial topic that the instructor has posted (**note:** a new posting will be weekly). Then, the students will collect their ideas, organize them into a well thought-out entry and respond based upon their knowledge, experience, research or reading of the text or all the above. They will take the same approach when replying to other student’s initial entries.
2. Apply good skills in presenting their ideas, taking into consideration to be respectful of others in the class especially when replying to others. Appropriate language of business should be used, using good academic thought process when making their thoughts know to all.
3. Organize their ideas so as to use knowledge integration, reasoning, problem solving so that they get their point(s) across in an organized and effective manner. They can use attachments as well links to websites to confirm and boost their arguments in their entries and replies. A simple yes or no answer will not be acceptable without some justification noted in their entry.
4. Write first draft and reference sources of information in their entries and replies
5. Format the paper in a presentable manner
6. Proofread and revise the paper as necessary, this will also be a form or self assessment by students to confirm that students have met all the requirements of the task
7. Students will apply good time management skills to leave enough time to do proper research, create an outline and compose their entries and replies weekly.
8. Use Microsoft Word to aid in the proper outlining of their entries and replies weekly
9. Use their skills to complete the task on time by effectively using time management skills as well as good note-taking skills to organize their ideas to effectively and succinctly present their ideas

**Task Details**
Students weekly review the entries that the instructor posts to the discussion forum and plan their time to keep up with the readings, research and compose their writing of each entry and reply in an organized manner. The lists of weekly topics are shown below:

- Buying a Personal Computer System
- Computer System Security
- Password Considerations
- Care and Maintenance of Portable Storage Media
- Microsoft Speech Recognition Software
- Using Word Processing vs. Using a Typewriter
• Research Paper Considerations
• Microsoft Word Templates
• Excel Planning
• Uses of Excel
• Ways to Get Things Done in Excel
• Google Spreadsheet
• Microsoft PowerPoint Features
• 7 x 7 Rule

**CLOSURE:**
Students will provide weekly entries and replies to expand their knowledge by learning from each other by the due dates posted.

**EXTENSION AND REMEDIATION:**
Students should review feedback from the instructor to reinforce actions done correctly and to learn from actions done incorrectly.

**ASSESSMENT:**
Instructor will provide each student feedback upon completing of this task. Their grade will be based not only on their thoughts, but also on how well written they are, and whether they are on time (by the due date), and the level of detail in the initial entries and replies.
LESSON/ACTIVITY PLAN: Preparing a PowerPoint Presentation

DESCRIPTION:
Students use their development skills and the knowledge they have gained in this course to write text slides and notes with supplemental graphics to document what they learned in this course.

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
| X | Self-Assessment: academic and career goal setting, self-advocacy |
| X | Communication: written, technological + information literacy |

COURSE OUTCOMES ADDRESSED:
• The salient features of Microsoft Office software
• How to access the World Wide Web (WWW) from work, school and home to access and send information over the Internet
• How to use Microsoft Word to prepare business correspondence, resumes, research papers, and simple desktop published projects like flyers and Newsletters
• How to use Microsoft Excel spreadsheet program to prepare budgets, graphs forecasts and perform "what-if" analysis
• How to use Microsoft PowerPoint presentation graphics software to prepare impressive multimedia presentations for home school or business

LESSON OBJECTIVES: After successfully completing this activity, students will be able to
• Format correctly a short presentation of at least 32 slides to demonstrate their ability to present their ideas in a clear and effective manner.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
• Basic design skills including an ability to use different layouts to add variety and consistency in student presentations.

TIME ALLOTTED:
Research Paper will be completed over a three week period

MATERIALS / EQUIPMENT/HANDOUTS:
PCs with PowerPoint to present their ideas in an easily read presentable manner.

WEBSITES:
The students are given these websites to be used for reference:
• [http://www.presentations.com/msg/presentations/](http://www.presentations.com/msg/presentations/)
• [http://www.nhsidentity.nhs.uk/page/5764](http://www.nhsidentity.nhs.uk/page/5764)
PROCEDURES:
Students will:

1. Select topics to write on each slide to create an organized flow from start to finish for each part of the presentation
2. Apply good skills in presenting their ideas taking into consideration the 7x7 rule
3. Organize their ideas so as to use knowledge integration, reasoning, problem solving so that students do not overload their presentation with too many facts, text, graphics, transitions and animation
4. Write first draft and reference sources of information in the notes
5. Format the paper in a presentable manner
6. Proofread and revise the paper as necessary, as a form of self assessment by students to confirm that students have met all the requirements of the task
7. Apply good time management skills to leave enough time to do proper research, create an outline and compose the presentation in an orderly manner
8. Use Microsoft Word to aid in the proper outlining of their topics for the presentation
9. Use their skills to complete the task on-time by effectively using time management skills as well as good note taking skills to organize their ideas to effectively and succinctly present their ideas

Task Details
Students create a presentation addressing things they have learned in this course. Students create at least six slides for each of the following sections of this course:

- Introduction to Computers
- Windows
- Word
- Excel
- PowerPoint

Their presentation should demonstrate their ability to do the following:
- Create and Save a presentation
- Use at least one of each of the following slide:
  - Title Slide
  - Title and Content
  - Section Header use as their lead-in slide for each new section (i.e. Introduction to Computers, Windows, etc.)
  - Two Content Slides

Optionally, students can also use these additional slides
- Comparison
- Blank
- Content with Caption
- Picture with Caption
- Title Only

- Create a single-level bulleted list slide
- Create a multi-level bulleted list slide
- End a slide show with a black slide
• Enter a Subtitle with their name and date of submission
• Include a summary slide
• Format text in the presentation using
  o Font Size 44 in the title slides for each slide except the first slide
  o Font Color - have at least two colors for their text
• Use a document theme appropriate for this presentation
• Change the Background Color on the lead-in slide for each new section
• Use of Numbered Bullets
• Use of Symbols as Bullets
• Use at least five pieces of Clip Art appropriate for this presentation
• Use at least one photograph
• Use at least one shape to the presentation
• Use at least one example of SmartArt in the presentation
• Use one slide transition for their presentation
• Optionally, for extra credit students can include animation, table, charts and sound in their presentation (3 points per option selected and inserted appropriately)
• Check the spelling and consistency of a presentation
• Abide by the 7 X 7 Rule
• Include one note on the notes page of the first slide identifying the purpose of the presentation
• Save the presentation as “their name PowerPoint Test Part 2”.ppt

CLOSURE:
Students will provide weekly emails outlining their progress towards completion and turn in the final presentation by the due date.

EXTENSION AND REMEDIATION:
Students should review feedback from the instructor to reinforce actions done correctly and to learn from actions done incorrectly.

ASSESSMENT:
Instructor will provide each student a detailed evaluation of the completed research paper. Their grade will be based upon their completing at 32 slides (a title slide, six slides for each of the five sections and a summary slide). If students complete less that that, their grade will be based upon the percentage of slides in their presentation. In addition, students will be graded upon completing each of the requirements noted above -3 for each error or missing feature.
LESSON/ACTIVITY PLAN: Mid Term Grade Review

DESCRIPTION: Students frequently ask the instructor, “How am I doing?” Grade information is readily available to the students in the form of the Blackboard Grade Center or through the instructor’s feedback on assignments. In this activity, each student locates his assignment grades, creates an Excel spreadsheet to record the grades, and compute his current class average. Students include in their spreadsheet a comment reflecting on “how they are doing.”

CORE STUDENT SUCCESS SKILLS

| Critical Thinking: knowledge integration, reasoning, problem solving |
| Organization: time management, note taking, test taking, study skills |
| Collaboration: community activities, service, group exploration |
| X Self-Assessment: academic and career goal setting, self-advocacy |
| Communication: oral, written, technological + information literacy |

COURSE OUTCOMES ADDRESSED:
Self-assessment

LESSON OBJECTIVES: After successfully completing this activity, students will be able to:
• Locate and review grades for each assignment.
• Create a spreadsheet to record those grades.
• Compute his current overall grade in the course using the spreadsheet formulas.
• Reflect upon how he is performing in the course and what improvements he might make.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Before attempting this activity students should:
• Have access to assignment grades.
• Be able to use formulas in Excel including: Average, Max, Min.
• Be able to display a value using conditional formatting.

TIME ALLOTTED:
One class period.

MATERIALS / EQUIPMENT/HANDOUTS:
A complete list of assignments for the course.

WEBSITES:
The BlackBoard web site for the course, if used.

PROCEDURES:
1. The instructor should consider conducting this activity the week before mid-term.
2. The activity begins with the instructor outlining the requirements of the activity. The instructor provides a list of each assignment in class from the start of the semester and how many points each activity is worth.

3. Students develop a spreadsheet application which lists each assignment and the students score for each assignment.

4. Students compute their average grade and then translate that grade into a letter grade.

5. Students format their spreadsheet to have a professional appearance, including a title, column headings, style, date and prepared by.

6. Students review where they lost points on assignments and identify ways to improve their performance.

7. Students include a comment to summarize how they are doing.

**CLOSURE:**
The instructor reviews the student’s work against her grade book and provides feedback to the student.

**EXTENSION AND REMEDIATION:**
Some students will discover they are missing assignments. It is up to the instructor if she will allow make-up assignments. The instructor should encourage students to continue to track their assignment grades in the spreadsheet.

**ASSESSMENT:**
Students demonstrate self-assessment in this activity by collecting their grades in the course and computing their own class averages and translating the average into a letter grade. Students are able to review for themselves “how they are doing” and whether they need to make improvements to their work habits in the class, such as attending class more frequently or turning assignments in on time.
LESSON/ACTIVITY PLAN: Create a PowerPoint Photo Story Album

DESCRIPTION: Following the guidelines and class discussion, each student will create a Photo Story Album using the concepts learned in PowerPoint. Student will add media, sound and video to their presentations to tell the photo story. Artistic effects will be added, and controlling audio clips will be inserted throughout the photo album. Students will present their photo story to the class.

CORE STUDENT SUCCESS SKILLS

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<td>X</td>
<td>Communication: oral, written, technological + information literacy</td>
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COURSE OUTCOMES ADDRESSED (Syllabus):

- Effectively use the Internet as a communications tool
- Use Microsoft Office as a business productivity tool to create a multimedia presentation

LESSON OBJECTIVES: After successfully completing this activity, students will be able to

- Develop a presentation filled with professional-quality features.
- Embed and edit videos from within PowerPoint.
- Create a story with visual elements.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:

- Understanding of PowerPoint multimedia tools
- Understanding the General Project Guidelines for creating a PowerPoint presentation

TIME ALLOTTED: Two sessions (T/TH) / (M/W/F)

MATERIALS / EQUIPMENT/HANDOUTS:
PowerPoint General Guidelines as described in the text
Inserting digital pictures into slides guidelines
Artistic effects to pictures guide

WEBSITES:

- [http://www.youtube.com/watch?v=Cv87qd4514Q&feature=player_embedded](http://www.youtube.com/watch?v=Cv87qd4514Q&feature=player_embedded)

PROCEDURES: The lesson objective will be accomplished through a combination of instructor-based lecture and student participation. Students will develop a story photo album of their choice using the new PowerPoint multimedia tools with video, audio, and picture effects to develop the story line and produce a picture story album. Students will present their story album to the class.

EXTENSION AND REMEDIATION: Online library of weekly podcasts/tech news briefs “CourseCasts” features a “CourseCasts of the Week” with the latest technology trends, news, and relevant information that can be downloaded at [http://coursecasts.course.com](http://coursecasts.course.com) to any mp3 device for on the go learning.
**ASSESSMENT:** Students demonstrate an understanding of design decisions necessary to deliver a story and theme. Students demonstrate mastery of the use of a color wheel to evoke opposite effects on audience emotions and sentiments through color choices. Students demonstrate the use of PowerPoint’s editing and trim video feature to measure designated time clips for their story.

**CLOSURE:** Deliverables: Photo Story Album with Narration. Provide a Story Album class presentation.
LESSON/ACTIVITY PLAN: Job Application Packet and Social Networking Tools

DESCRIPTION: Following the guidelines and class discussion, each student is to search the web for a job that they would like to apply for.

CORE STUDENT SUCCESS SKILLS:

| X | Critical Thinking: knowledge integration, reasoning, problem solving |
|   | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
| X | Self-Assessment: academic and career goal setting, self-advocacy |
|   | Communication: oral, written, technological + information literacy |

COURSE OUTCOMES ADDRESSED (Syllabus):

- Effectively use the Internet as a communications tool
- Effectively use the Internet as a research tool
- Use Microsoft Office as a business productivity and problem-solving tool
- Exercised and demonstrated employability skills

LESSON OBJECTIVES: Use Microsoft Office Word to:

- Apply a Word template and its associated styles to format a document as a resume.
- Use Microsoft Office Word tables to layout text on a page.
- Choose and apply a Word template and its associated styles to format a document as a cover letter.
- Write paragraphs that begin with strong topic sentences, demonstrate unity, and flow logically and smoothly from one sentence to the next.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:

- Resume objectives
- Cover letter action plan

TIME ALLOTTED: Two sessions (T/TH) / (M/W/F)

MATERIALS / EQUIPMENT/HANDOUTS:

- Resume Guidelines handout
- Cover Letter Guidelines handout
- Resume Examples handout
- Cover Letter Examples handout

WEBSITES:

- www.careeronestop.org
- “Workplace Writers” http://owl.english.purdue.edu/owl/resource/681/01/
• LinkedIn Grad Guide: Video 2 /LinkedIn Grad Guide: Video 3/ LinkedIn Grad Guide: Video 4
(search YouTube for URL links to these videos)

PROCEDURES:

1. The lesson objective will be accomplished through a combination of instructor-based lecture and student participation. Students will be given a job application assignment where they will use the web to do employment related research, apply word processing skills to create a cover letter to that relates their qualification to the specifics of the job, and construct a target job resume to meet the requirements of the job.

2. LinkedIn is a free online community that allows students to connect with other professionals. It boasts over 53 million members worldwide. Have each student create a profile. LinkedIn’s Grad Guide describes a profile as “an interactive business card.” It allows students to showcase their professional experiences, transferrable skills, and recommendations.

3. Connect and research. Once students have created their profile, connect with people already in their professional network. Company profiles allow students to research industries and companies of interest and search for career opportunities.

4. Join groups and participate in industry-specific discussions. Look for industry groups that students can join. Participate in discussions and read news postings to learn more about the industry.

EXTENSION AND REMEDIATION: Online library of weekly podcasts/tech news briefs “CourseCasts” features a “CourseCasts of the Week” with the latest technology trends, news, and relevant information that can be downloaded at http://coursecasts.course.com to any mp3 device for on the go learning.

ASSESSMENT: Students demonstrate mastery of writing a cover letter that introduces them and their resume to potential employers or organizations. Students demonstrate an understanding of Social Media strategies that enhance professional growth through network connections.

CLOSURE: Deliverables: Job Description/position, cover letter, resume, and LinkedIn account w/profile.
Handout: Resume Guideline

What is a resume? A resume is a written description of who you are. Ideally, it conveys a positive image to the reader of your educational background, work history, community service, skills, interests, and abilities.

What is its purpose? A resume should compel the reader to take an intended positive action.

How are resumes used? Resumes are used as a tool or resource for a number of purposes including job search, portfolio development, admission to graduate school, and for consideration of awards and honors.

How are they written? There are numerous formats for writing acceptable resumes. However, for this course:

Do not use a “canned” resume program. I recommend that you limit your resume to one page and follow the Will E. Geddajob Resume Model as per the following guidelines:

Identifying information:
Name / E-mail address / Home and school addresses if applicable / Area code and phone number(s)
If you have one address, you should center your identifying information in this section. (If you have two addresses, list them in columns).

Education:
- List Middlesex Community College first
- Anticipated degree and expected date of graduation, or transfer plans, or status
- If in a degree program, your degree should be written out. For example: Candidate for Associate in Science in Accounting or Certificate Program in Sales in Marketing
- Honors and Awards i.e. Scholarships, Honors Program courses, GPA (generally if your QPA is 3.0 or higher include it).
- Course work that is relevant -- always PRIORITIZE
- Activities: offices held, intramural sports, clubs
- List other higher education colleges and/or universities next
- High School
- Diploma and/or curriculum and date graduated
- Honors: include any AP courses, scholarships, National Honor Societies
- Activities: Band, track team (captain), tennis

Work Experience:
Generally list employment in chronically reverse order. Include company name, location, dates worked, and your title. Describe what you did -- if you could only tell them one thing, what would that be? Etc.
PRIORITY USE ACTION VERBS -- DO NOT USE FIRST PERSON (I, my)
Computer Skills: Group your skills into categories:
Applications: e.g. Microsoft Office, Word, Powerpoint, Excel, Outlook
Operating Systems: e.g. Windows XP
Within each category entries should be prioritized by level of importance/complexity.

Background and Interests:
- Describe anything that you have done that is major related first i.e. Designed your own Web Page, set up accounting system for high school yearbook club
- Describe other community service activities
- Describe other areas of interest i.e. accomplished musician, avid tennis player, etc. Fluent in Russian, Spanish, Chinese, and French
- First person is OK in THIS SECTION ONLY. When reviewing entry level students’ resumes, employers may place most importance on Computer Skills and Background / Interests.

References:
You need only to state: References will be furnished upon request
You will take a complete list of your references with you to each interview.

Date:
In the bottom left hand corner, write the date in size 8 font i.e.
Handout: Sample Cover Letter in Modified Block Format

Date

Name
Title
Organization
Address
City, State, Zip Code

Dear Mr./Ms. Last Name:

First Paragraph: Why You Are Writing. Remember to include the name of a mutual contact, if you have one. Be clear and concise regarding your request.

Middle Paragraphs: What You Have to Offer. Convince the readers that they should grant the interview or appointment you requested in the first paragraph. Make connections between your abilities and their needs or your need for information and their ability to provide it. Remember, you are interpreting your resume. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs rather than one large block of text.

Final Paragraph: How You Will Follow Up. Remember, it is your responsibility to follow-up; this relates to your job search. State that you will do so and provide the professional courtesy of indicating when (one week’s time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or e-mail it.
LESSON/ACTIVITY PLAN: Project Guidelines for Creating an MS Excel Worksheet

DESCRIPTION: Introductory lesson designed to make students aware of the importance of careful analysis and planning when developing a worksheet to communicate specific information. Students will learn the steps in creating an effective worksheet, using a requirements document and an organized plan that breaks the worksheet development cycle into a series of tasks including: (1) define the problem: include the need, and source of data for the worksheet, calculations, charting, and Web or special requirements; (2) design the worksheet; (3) enter the data and formulas; and (4) test the worksheet.

CORE STUDENT SUCCESS SKILLS

| X | Critical Thinking: knowledge integration, reasoning, problem solving |
| X | Organization: time management, note taking, test taking, study skills |
| X | Collaboration: community activities, service, group exploration |
|   | Self-Assessment: academic and career goal setting, self-advocacy |
| X | Communication: oral, written, technological + information literacy |

COURSE OUTCOMES ADDRESSED (Syllabus):

- Use Microsoft Office as a business productivity and problem-solving tool for spreadsheet analysis.
- Exercise and demonstrate employability skills including: management and use of information technology, management of time and resources, interpersonal and communication skills, and the ability to function effectively as a member of a team.

LESSON OBJECTIVES: After successfully completing this activity, students will be able to

- Determine a project’s purpose.
- Analyze the audience to meet the need.
- Gather data/content.
- Determine what data/content to present to audience.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:

- Reading Chapter 1 Excel
- Reading Appendix A Project Planning Guidelines

TIME ALLOTTED: One session (T/TH) / (M/W/F)
MATERIALS / EQUIPMENT/HANDOUTS:
- **Text**: Microsoft Office Introductory, Shelly/Vermaat
- Windows Live Account w/SkyDrive to store/share document
- Project Planning Guidelines (Appendix A)
- **Lecture Notes**: Page EX2 Plan Ahead Box (Critical Thinking) Project Planning Guidelines; define the term requirements document; overview of bulleted list on page EX 4 to describe the tasks students perform to create the worksheet shown in Figure 1-1; use of Figures 1-2 and 1-3 to explain a requirements document and a sketch of the worksheet
- Emphasize the sketch’s importance in planning the worksheet
- Explain how to start Excel

WEBSITES:
- [scsite.com/ex/btw](http://scsite.com/ex/btw)

PROCEDURES: The lesson objective will be accomplished through a combination of instructor-based lecture and student participation. Students will be given a defined project where they will use Project Planning Guidelines for the purpose of communicating specific information using Excel. Students will need to make several decisions that will determine the appearance and characteristics of the finished worksheet through the development of a requirements document that includes: needs statement, source of data, summary of calculations, and any other special requirements for the worksheet, charting and Web support.

**Group Activity**: Students will work in teams of three. Each team will select one of the following projects to be done in Excel, and write a requirements document with a sketch-out of the worksheet. The requirements document will include: a needs statement, the source of data, required calculations, and chart requirements, and any other special requirements:

1. A log for the usage, maintenance schedule, insurance, and licensing of the vehicles of a family with two cars, a pick-up truck, and a van
2. A money-tracking schedule for a student organization
3. A statistical record for a neighborhood T-ball league
4. A fitness-tracking program for a gym with several members

EXTENSION AND REMEDIATION: Online library of weekly podcasts/tech news briefs “CourseCasts” features a “CourseCasts of the Week” with the latest technology trends, news, and relevant information that can be downloaded at [http://coursecasts.course.com](http://coursecasts.course.com) to any mp3 device for on the go learning.

ASSESSMENT: Students demonstrate mastery of careful analysis and planning through the use of chapter concepts, project planning guidelines, and hands-on case projects that provide practical applications that go into the process of developing a worksheet that communicates specific information.

CLOSURE: Deliverables: Requirements Document w/worksheet sketch-out
LESSON/ACTIVITY PLAN: Introduction to Collaborative Writing/Collaborative Writing Tools

DESCRIPTION: This highlights a series of activities designed to build students capacity to collaboratively create and author documents. It begins with an introduction to collaborative writing platform (in this course Windows-Office Live, but other tools could be substituted) and the technical aspect of navigating the tool including a series of activities that build capacity to create and share documents and locate documents shared by others. The activity leads up to an exercise in collaborative writing and includes best practices tips.

CORE STUDENT SUCCESS SKILLS

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COURSE OUTCOMES ADDRESSED:
Students will learn how to create multi-author documents while working in groups.

LESSON OBJECTIVES: After successfully completing this activity, students will be able to:
- Create an OfficeLive account.
- Create/share a document/folder.
- Locate a shared folder.
- Collaboratively author a document.
- Cite best practices in the technical aspects of document collaboration.
- Cite best practices in the soft skills/process of document collaboration.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Basic computing skills including an ability to browse the Internet and a familiarity with the Microsoft Office interface.

TIME ALLOCATED: These series of activities would span five or more weeks.

MATERIALS / EQUIPMENT/HANDOUTS: PCs with Internet Access, ideas for activities.

WEBSITES: - [www.officelive.com/](http://www.officelive.com/)
PROCEDURES:
1. Week One: Get ready -- Install software; set up accounts. Students create an account in Windows OfficeLive, create a folder titled: CAP101 YI (students replace YI with their initials); share the folder with the instructor. No points assigned, no assessment necessary as this needs to be completed for subsequent activities.
2. Week Two: Introduce collaborative writing tools--Student creates a document/presentation/spreadsheet and shares with instructor; instructor offers feedback w/in the document. Cursory points are assigned for completing this task.
3. Week Three: Introduce collaborative writing--Instructor creates a document/presentation/spreadsheet and shares with all students; all students contribute. Cursory points are assigned for completing this task.
4. Weeks Four and beyond: Put it all together -- Partners work together and collaboratively create a document/presentation/spreadsheet.

CLOSURE: This is an ongoing skill so there really is no closure. See assessment below.

EXTENSION AND REMEDIATION:
The Week Four partner activity should be repeated multiple times so the student has an opportunity to practice and reinforce skills.

ASSESSMENT:
Assessment of soft-skills learning can be made in a number of ways:
• Self reflections as posted in blogs or Journals
• Observations of posts/comments made in a discussion board
• Self-, peer-, and team evaluations
• Surveys

WORKS CITED:
Weir, Lori. “Collaborative Learning Experiences that Prepare Students to Work in Virtual Teams.” Online Classroom, Magna Publications. (Accepted for publication; expected June 2011).
LESSON/ACTIVITY PLAN: PowerPoint Group Project

DESCRIPTION:
In this project, students collaborate on creating a PowerPoint presentation.

CORE STUDENT SUCCESS SKILLS

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LESSON OBJECTIVES: After successfully completing this activity, students will be able to:

- Participate in a group presentation.
- Collaboratively design an effective PowerPoint presentation.

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
Students must have some background in PowerPoint. The ability to add slides to a slideshow and to run a slideshow will be required knowledge.

TIME ALLOCATED:
The students will have 7 days to complete the assignment. We will start group work in class, but the assignment must be completed for the next class when it will be presented.

MATERIALS / EQUIPMENT/HANDOUTS:
The students will receive a handout of the description

WEBSITES:
Finding 3 fast food companies and their own websites or researching it by product. An example of a website: http://www.mcdonalds.com/us/en/home.html

PROCEDURES:
1. The instructor will select the groups (preferably 2 students in a group). The group will start working in class.
2. Each group will select 3 fast food companies.
3. Each group will select 4 of their top selling items.
4. After the groups find the 3 top selling items at these companies, they find the average price for one of these, the calories per item, the fat calories per item, total fat, saturated fat, trans fat, sodium and sugar.
5. The groups each dedicate a slide to each of these categories.
6. Students will decide which items would be better to eat (or not).

CLOSURE:
Students should have a better knowledge of working with PowerPoint after finishing this assignment.

EXTENSION AND REMEDIATION:
The students will be starting their project in class. The instructor will be able to answer questions that the student, group or class may have.

ASSESSMENT:
A rubric will be created by the instructor which the students will see before their presentation so they will know what is expected of them in this activity. The instructor will give the group a grade for the project.
**LESSON/ACTIVITY PLAN:** Creating Brochures Using MS Word

**DESCRIPTION:**

Students gain skill at using formatting skills using Microsoft Word to create a travel brochure for an online travel agency.

1. Present the students with the following scenario:

   Each student recently got a job at an online travel agency. Your supervisor has asked you to create a travel brochure for a trip of your choice. You can use any destination such as Fiji, Bermuda or one of your own. This booklet will contain information such as what the place looks like, its geographical location, some of the things that visitors can do and necessary items to bring. You also must describe how to get there and mention some packages that may be available. Your brochure must be visually appealing so people will want to go there and yet contain the necessary information, while limiting it to two pages.

   You will be using landscape orientation. When you print out you will be using 8.5” x 14” paper. Make the top margins .5” and change the left and right margins to 1.5”. Use four columns in your brochure without a line between columns. In the first column, you will have the name of the destination (as a title using WordArt) along with 2 pictures. (The first column is going to be your front cover.) After inserting the second picture, insert a column break. This should allow you to start your writing in the second column and continue to write in the third and fourth columns. You must display at least 6 pictures, all of which must fit in each column. The text size should be 12. Use borders around each section. Use bullets in a list on your brochure.

2. These are the requirements: students create a multi (four)-fold travel brochure about some destination. Since your supervisor has asked to do this, he/she has given you the option of selecting any exotic location. The following must be included in the brochure:

   - A description about the destination.
   - Different activities that tourists can do there.
   - Necessary items to bring on the trip.
   - Ways of getting to your destination.
   - Different things to see at this place.
   - Ways of travelling around at this place
   - Travel packages and the costs.
CORE STUDENT SUCCESS SKILLS:

| x | Critical Thinking: knowledge integration, reasoning, problem solving |
|   | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
|   | Self-Assessment: academic and career goal setting, self-advocacy |
|   | Communication: oral, written, technological + information literacy |

COURSE OUTCOMES ADDRESSED:
The students will be using their knowledge and reasoning skills to complete this lesson. Students will be using Microsoft Word and the use of bullets, borders, columns, pictures, margins and WordArt.

LESSON OBJECTIVES: After successfully completing this activity, students will be able to

- Create a custom format using MS Word

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:
The students must have some knowledge of using MS Word, along with being able to insert pictures or images.

TIME ALLOCATED:
This student assignment will be allotted one week to complete. Students will start working on this project in class.

MATERIALS / EQUIPMENT/HANDOUTS:
Each student will receive their own handout of the description listed.

WEBSITES:
Students will find their own websites to gather information.
A general website to get started will be:
http://www.travel.com/

PROCEDURES:
The class will be shown in class some techniques about using bullets, borders, columns, pictures, margins, and WordArt. The class should be ready to start this activity.

CLOSURE:
Students will have completed many different activities of Microsoft Word.
EXTENSION AND REMEDIATION:
This assignment will be started in class.
The students will be able to ask questions concerning this activity

ASSESSMENT:
The instructor will check to see that students completed the entire assignment. The instructor will also see how each student’s project compares to others in class.
LESSON/ACTIVITY PLAN: Using a Spreadsheet for Research Purposes

DESCRIPTION: This lesson promotes the use of spreadsheets as a research tool.

CORE STUDENT SUCCESS SKILLS:

| x | Critical Thinking: knowledge integration, reasoning, problem solving |
| x | Organization: time management, note taking, test taking, study skills |
|   | Collaboration: community activities, service, group exploration |
|   | Self-Assessment: academic and career goal setting, self-advocacy |
|   | Communication: oral, written, technological + information literacy |

COURSE OUTCOMES ADDRESSED:

Students will

- Create a spreadsheet and entering specific data about 5 MA Public Companies.
- Use their reasoning and knowledge integration to complete this project.
- Gather the correct information in a timely manner to help the student’s use of time management skills and note taking.

LESSON OBJECTIVES: After successfully completing this activity, students will be able to

- Record information acquired from the Internet and enter it correctly into a Microsoft Excel spreadsheet

PREREQUISITE KNOWLEDGE/SKILLS/ACTIVITIES:

Students must have some knowledge and use of Microsoft Excel.

TIME ALLOCATED:

This project will be started in class but must be completed within one week.

MATERIALS / EQUIPMENT/HANDOUTS:

A worksheet will be handed out to every student, which will contain the description of this activity.

WEBSITES:

To get started the class will check out the following websites.

http://www.msn.com/
http://www.yahoo.com/
PROCEDURES:

1. The instructor will introduce the class to public versus private companies. Information about stock price, stock symbols, p/e ratio, and market capitalization will be introduced in class.
2. Students are to find 5 public companies whose headquarters are in Massachusetts. After they select these 5 stocks they should find the following information about these companies:

- the name of the company
- stock listing symbol
- current price per share
- P/E ratio
- dividend amount (if any)
- dividend yield (if any)
- market capitalization (what the company is worth)
- 52-week high share price
- 52-week low share price

3. Students place all this information on an Excel spreadsheet. Also, students should include a paragraph about what the company does, where it is located, who is the current CEO and how many employees currently work there.

CLOSURE:
Students will be able to use a Microsoft Excel spreadsheet after completing this project.

EXTENSION AND REMEDIATION:
Student will hand in a printed copy of their one-page spreadsheet.
This will be a one-week assignment which must be completed in that time.

ASSESSMENT:
The instructor will check the stocks, prices etc to be sure that the correct numbers were used even though stock prices can change at any time. Each student will receive a grade for their completed project.
APPENDIX: Sample Syllabus I

Middlesex Community College
**CAP101, Microcomputer Applications**

Instructor: Lori Weir, M.Ed.
weirl@middlesex.mass.edu

Bedford Campus, Henderson Hall Rm. 124
781-280-3859 (W) • 781-944-5921 (H)
Skype: weirlori • AIM: ltweir • Twitter: MCCCAP101

**Catalog Description**
This course provides the general knowledge and skills needed to operate computers for academic, professional, and personal use, with an introduction to the major software tools: word processing, spreadsheets, and presentation graphics. This course also covers computer concepts, managing storing files, and using the Internet for research and communications. Note: Students completing this course will be required to demonstrate a minimal level of keyboarding proficiency and, if necessary, obtain that proficiency on their own.

**Prerequisites**
ENG 060 or higher placement; completion of, tested out of, or concurrent enrollment in ENG071 and MAT070.

**Core Curriculum Intensive Values***
This course satisfies MCC’s Computer Literacy and Technology/Environment/Health/ intensive values.

**Intended Course Outcomes**
Upon successful completion of this course, the student will be able to:

- Name and identify the components and operating principles of a personal computer, including: hardware, system software, application software and basic networking components.

- Navigate around in the Windows™ operating system and perform basic operations including: file/folder management and routine computer maintenance such as malware protection and system security.

- Effectively use the Internet as a communications tool (i.e.: email, discussion boards, micro blogging, and video conferencing).

- Effectively use the Internet as a research tool (i.e.: choose and use appropriate search tools, formulate search strings, critically evaluate information, and properly cite sources).

- Use Microsoft Office as a business productivity and problem-solving tool for:
  - Word Processing – create memos, letters, flyers, outlines, and simple reports (Microsoft Word).
• Spreadsheets – create worksheets w/formulas, represent values graphically, and organize, sort and filter data in tables (Microsoft Excel).

• Presentations Graphics – create multimedia presentations for home, school, and/or business (Microsoft PowerPoint).

Successful completion of this course also means the student is able to exercise the following employability skills:

• Appropriate interpersonal and communications skills, for example: proper net-etiquette and the appropriate communication style (business, casual, passive or assertive) in electronic communications and/or, utilizing effective listening, responding and conflict management techniques when working as part of a team.

• The ability to use critical thinking skills in the management and use of digital information (e.g. the ability to develop a research question; select and evaluate quality, appropriate web resources; synthesize information and formulate an answer to the research question.)

• The management and use of technology (including selecting and using the appropriate tool for the task and the ability to create quality electronic documents appropriate for mailing or publishing).

Course Content
As stated in the 'Intended Course Outcomes' listed on the previous page, this course covers a lot more than "just" the MS Office applications. We will investigate each of the concepts listed in an attempt to build essential 21st Century information and communications technology (ICT) skills. Students come to this course with a diverse range of prior knowledge—some students have had considerable experience using particular tools while others are seeing the tool/concept for the first time—for this reason there will undoubtedly be assignments that some of you will "whiz" through while others will struggle with them. Students should communicate personal progress throughout the semester so the instructor can meet the needs of diverse learners and modify activities as necessary.

Course Format
This course is a web course, and we will interact using a learning management system (Blackboard), email, and web tools such as Twitter, Skype and Instant Messaging. The course content is organized into seven topic modules that contain various learning and assessment activities (tasks). Tasks are posted weekly throughout the semester; be advised that there are synchronous and asynchronous activities (required dates posted below) and individual, partner and team activities. This is a self-directed course but it is not a self-paced course...each week's assignments are due before the next module is posted. It is imperative you adhere to the weekly pace; participation is key!

Course Load/Due Dates
The course load is equivalent to that of a face-to-face course: in-class time plus homework. Students in the fall session should plan to spend approximately 7-9 hrs/week for the 15-week session. As with a regular course or a part-time job, set aside specific days/times during the week that you will devote to this course.

Late Submissions:
The course design is developmental, in that it builds on prior work. If you think you might need extra time with a particular assignment or weekly task, please let the instructor know as soon as possible.
Feedback on late assignments cannot be guaranteed before the next assignment is due. Late submissions will not be awarded full points; really late assignments will not be accepted.

Text, Software, and Required Materials
Texts: Microsoft Windows XP, Vista OR 7 (depending on the version of Windows installed on the PC you will use for the course) Illustrated Introductory; Johnson Microsoft Office Microsoft Word- Illustrated Introductory; Duffy Microsoft Office Microsoft Excel- Illustrated Introductory; Reding/Wermers Microsoft Office Microsoft PowerPoint - Illustrated Brief Beskeen

Hardware and Software: A web cam*
A browser—Internet Explorer, Mozilla Firefox, Google Chrome, Apple Safari
Skype*

Purchasing software and reliable Internet access is not a requirement (it is available on-campus in the computer labs). However; most students have felt that it is best to have software/access either at home or work.

*Note: Web cams are available on both campuses for student use. To reserve a web cam fill out a request at http://www.middlesex.mass.edu/TutoringServices/CLS.htm.

Materials: One 3-ring binder w/tabbed dividers and paper for note taking
Suggest - Flash drive for backing up course files

Assessment and Student Responsibilities
Assessment for learning in the course is made based on key assignments as outlined below; refer to the course online grade book for a breakdown of points:

Activities & Quizzes
Activities, quizzes and hands-on text exercises will be checked for accuracy and/or content and substance of writing. Assignments should be labeled with the correct identifying name and submitted as stated in the instruction. There are a few activities that are skill-building and points are not assigned because the skill will be evaluated in a later exercise. Students are encouraged to get assistance with assignments from their peers, but must complete and understand each assignment independently. (Approximately 40% of final grade)

Original/Team Projects
Grading for Original/Team Projects is based on a series of projects in which you demonstrate your ability to apply and synthesize course skills and concepts. All projects will be graded on their originality, complexity, practicality, quality of the writing and overall effort. You may not use a template or repurpose work created for a previous course; if you attempt to submit such a project you will be awarded zero points with no future opportunity to demonstrate your knowledge of your skills. If you have original work that you created before the start of the course and would like to expand or rework it for the purposes of the course, you must first solicit permission from the instructor. Projects must be completed in order and by the due dates. (Approximately 40% of final grade)

Course Participation/Attendance-Online Discussions and Tweets
Participation is a vital element in the success of this course. Generally speaking, participation/attendance is defined as engaging in both group and individual work and is measured by your workplace habits as follows: your organizational skills, your ability to troubleshoot problems, complete your work, and your overall attitude. It is also measured by your contributions to the discussion boards and weekly tweets as outlined in the rubrics. Participation is key; without prior
permission from the instructor, any student who does not participate over a two-week period will be withdrawn. (Approximately 20% of final grade)

Employability Skills
While the technical aspect of learning computer concepts and mastering software applications is important, industry feedback has stressed that “soft skills” are what employers are looking for in potential candidates. For more information refer to the ‘Employability Skills” section in the appendix.

Grading
Grades are calculated on a total point basis. Projects, activities, and exercises have a given number of points; points awarded for activities are periodically posted in the online grade book ‘My Grades.’ Grades can be calculated by taking the number of points earned and dividing it by the total number of points for the semester. The end result translates into a numeric grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>00-59</td>
</tr>
</tbody>
</table>
Special Needs- Disability Support

Students with special needs should notify the instructor (preferably at the beginning of the course, but it’s never too late) so that reasonable accommodations/modifications in course requirements may be made where necessary. Students in the online course that have registered with Disability Support Services and have a hard copy of their Accommodation Form are encouraged to let the instructor know so an electronic copy can be obtained from the Disability Support Services office.

Academic Integrity Policy

It is the responsibility of the College community to uphold the integrity of our academic programs. This responsibility belongs to faculty and students alike. The purpose of this policy is to promote academic honesty, integrity and responsibility so that all students can feel proud of what can they accomplish through sincere, honest effort.

Students are encouraged to get assistance with assignments from their peers, but must complete and understand each assignment independently. This includes but is not limited to class work, homework, tests, quizzes, projects, essays and other assignments. The instructor may designate assignments which may be handled in a "cooperative" manner but again, students are expected, unless otherwise directed, to do all their own work.

According to the student handbook, taking credit for work done by another person, or doing work for which another person will receive credit is cheating. The student who deliberately or carelessly allows his or her work to be copied will suffer the same penalty as the person doing the cheating. Points will not be awarded for assignments, and no redos will be accepted.

Taking and using the ideas, writings, and/or images of another is permissible IF you clearly and fully credit the source; if you don’t, it is plagiarism. It is your responsibility to learn proper citation of sources; the Modern Language Association Handbook gives complete descriptions.

Finally, it is understood that you will submit original work for each assignment, both within and between courses. Resubmitting previous academic work as a new product is not appropriate. Repurposing something you did for personal or work related use is not appropriate.

Violations of this policy will be handled in the following manner: First offense-the student will receive no credit for work. Second offense-a conference with an administrator shall be required, and the student will be given a failing grade for the course.
Course Outline

It is the student's responsibility to read the announcements posted in Bb to keep up with course requirements and all changes that occur to the schedule. *Please mark the required meeting date/times in your calendar!*

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Module</th>
<th>Due Dates</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/25</td>
<td>Module One: Getting Started</td>
<td>1/31</td>
<td>Intro to Windows, Blackboard (Bb), Email, Twitter, Skype</td>
</tr>
<tr>
<td>2-3</td>
<td>2/1</td>
<td>Module Two: Word Processing in MSWord</td>
<td>2/7</td>
<td>Module Activities /Text Exercises/Tweet</td>
</tr>
<tr>
<td></td>
<td>2/8</td>
<td></td>
<td>2/14</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/15</td>
<td>Module Three: PC: Hardware and Software</td>
<td>2/21</td>
<td>Module Activities /Text Exercises/Tweet</td>
</tr>
<tr>
<td>5-6</td>
<td>2/22</td>
<td>Module Four: Spreadsheets in Excel</td>
<td>2/28</td>
<td>Module Activities /Text Exercises/Tweet</td>
</tr>
<tr>
<td></td>
<td>3/1</td>
<td></td>
<td>3/7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/8</td>
<td>Module Five: Managing Files and Folders/Virtual Teams</td>
<td>3/14</td>
<td>Module Activities /Text Exercises/Tweet</td>
</tr>
<tr>
<td></td>
<td>3/15</td>
<td>Spring Break</td>
<td>3/21*</td>
<td>Enjoy!</td>
</tr>
<tr>
<td>8</td>
<td>3/22</td>
<td>Module Six: Using the Internet as a Research Tool</td>
<td>3/28</td>
<td>Workshop: Thursday, 3/24, 6:00 - 8:00 PM; required on-campus meeting Bedford, Library #5-TLRC; Snow date 3/25</td>
</tr>
<tr>
<td>9</td>
<td>3/29</td>
<td>Mid-Term Exam Team Project Part I – Internet Research</td>
<td>4/4</td>
<td>Virtual Team Meeting #1 – <strong>required online meeting</strong>, 7:00-9:00 PM: 3/30 or 3/31 Form–Initiate, Tweet</td>
</tr>
<tr>
<td>10</td>
<td>4/5</td>
<td>Team Project Part II– Project Plan</td>
<td>4/11</td>
<td>Virtual Team Meeting #2 – <strong>required online meeting</strong>, 7:00-9:00 PM: 4/6 or 4/7 Storm–Plan, Tweet</td>
</tr>
<tr>
<td>11</td>
<td>4/12</td>
<td>Team Project Part III– Status Update</td>
<td>4/18</td>
<td>Virtual Team Meeting #3 – <strong>required online meeting</strong>, 7:00-9:00 PM: 4/13 or 4/14 Storm–Execute, Tweet</td>
</tr>
<tr>
<td>12</td>
<td>4/19</td>
<td>Module Seven: Presentation Graphics in PowerPoint</td>
<td>4/25</td>
<td>Module Activities /Text Exercises/Tweet</td>
</tr>
<tr>
<td>13</td>
<td>4/26</td>
<td>Team Project – Final Deliverable</td>
<td>5/2</td>
<td>Virtual Team Meeting #4 – <strong>required online meeting</strong>, 7:00-9:00 PM: 4/27 or 4/28 Perform–Monitor, Tweet</td>
</tr>
<tr>
<td>14</td>
<td>5/3</td>
<td>Team Project Adjourn</td>
<td>5/9</td>
<td>Virtual Team Meeting #5 – <strong>required online meeting</strong>, 7:00-9:00 PM: 5/4 or 5/5 Adjourn–Close, Tweet</td>
</tr>
</tbody>
</table>
November 1st is the deadline for all work assigned in the first half of the course; any work not turned in will be awarded zero points.
Appendix

What is a Core Curriculum Intensive Value?
All programs at MCC include a set of common – or core – requirements. According to the MCC’s General Education Committee statement, courses that are designated as fulfilling a Core Intensive Value “foster a common core of knowledge, skills, and experience that Graduates of degree programs should have in order to live in a complex world.” These courses should provide students with intensive exposure (25% of the course time, or 12 hours) to the value; CAP101 fulfills two intensive values: “Computer Literacy” and the “Impact of Technology.”

What are the anticipated outcomes of the Computer Literacy intensive value?
Students should be able to use one of the following to author an original and significant document:

- Word Processing package, including several of its features (i.e., fonts, tabs & indents)
- Database package, including entering data and utilizing several features (i.e., queries, sorts, & reports)
- Spreadsheet package, including entering data and utilizing features (i.e., functions, formulas, charts)
- CAD (Computer Aided Design) package, including several of its features
- Programming language in common usage today to program an original routine to accomplish a task, print the output of the task

What are the anticipated outcomes of the Impact of Technology intensive value?
The Impact of Technology intensive value statement provides the following definition of technology:
"Technology is defined as the practical application of knowledge or physical principals in the development of tools, techniques and systems to solve problems or alter the environment. Through an understanding of how technology affects society, individuals can take responsibility for the management and control of technological change." To fulfill this intensive value the “Impact of Technology” is chosen as a generative topic. The goals of this intensive value are for students to be aware of and understand:

- What technology is
- How the evolution of technology has shaped the course of history
- How technology impacts the way we live and work
- How technology defines/determines the way we think about and view ourselves, society, and the world
- How technology and the increasing rate of technological change present profound challenges/opportunities for the future

What are Employability Skills?
In 1990, the U.S. Secretary of Labor appointed a commission to determine the skills people need to succeed in today’s world of work. In 2002, through a grant from the U.S. Department of Education, The Partnership for 21st Century Skills also attempted to define the knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century. Google the phrase “Employability Skills” and you’ll find a plethora of web sites that attempt to define what this means. Whether we call them “SCANS,” 21st Century,” or “employability” skills, we are talking about the soft skills a qualified employee must have. To address business demands and to align with MCC’s Institutional Student Learning Outcomes http://www.middlesex.mass.edu/strategicplanning/ISLO.htm we will distill the aforementioned lists and focus on:

- Communication skills
- Collaboration skills
- Critical Thinking skills and
- The effective and efficient use of technology as a productivity tool
References

Sample Syllabus II

**CAP 101 - 30 Microcomputer Applications**  
**Syllabus**  
**Prof. Frank Kilroy**

**Prerequisite**  
ENG 060 (EN 2103) or higher placement. Students should be either taking, have successfully completed or tested out of ENG 071 (EN 1101) and MAT 070 (MA 1103).

**Credit Hours**  
3 Credit hours are granted for successfully completing this course.

**Formerly:**  
BU 6101 and CA 1101

**Course Objectives**  
At the conclusion of this course the student will have learned:

1. The salient features of Microsoft Office software.

2. How to access the World Wide Web (WWW) from work, school and home to access and send information over the Internet.

3. How to use Microsoft Word to prepare business correspondence, resumes, research papers, and simple desktop published projects like flyers and newsletters.

4. How to use Microsoft Excel spreadsheet program to prepare budgets, graphs forecasts and perform "what-if" analysis.

5. How to use Microsoft PowerPoint presentation graphics software to prepare impressive multimedia presentations for home school or business.

6. How to participate and respond to online discussions.

In addition, you will have the opportunity to gain employable skills using the teamwork experience completing your class project.

**Required Texts**  
Text supplied by the book store is:

**CUSTOMIZED version:**  
Author: Gary B. Shelly, Thomas J. Cashman, and Misty E. Vermaat  
ISBN is 9781424078813

If you have any questions regarding your purchase, please do not hesitate to contact me.
Software
Microsoft Office Suite (including Word, Excel and PowerPoint), Internet Explorer 5, 6, or 7 (preferably version 7) and Windows XP will be used. Each student is expected to have access to this software either at his or her home, office or at the computer labs at Middlesex Community College (MCC).

Course Description
CAP 101 - Microcomputer Applications
Credits: 3.00
Provides the general knowledge and skills needed to operate computers for academic, professional, and personal use, with an introduction to the major software tools: word processing, spreadsheets, and presentation graphics. The course also covers computer concepts, managing and storing files, and using the Internet for research and communications. Students completing this course will be required to demonstrate a minimal level of keyboarding proficiency and, if necessary, obtaining that proficiency on their own.

Intensive Values
This course satisfies the Computer Literacy Value and the Technology, Environment, and Health Intensive Value.

Student Responsibilities
Each student is required to:

- Read each chapter assigned by the instructor and complete lab assignments on time.
- Exercise assignments must be submitted with the student's name, date and the chapter and exercise number as well as the number of pages being submitted.
- Completed test with projects also must be submitted on time in order to receive credit.
- Ask question of the instructor or other students in order to clarify any topic.

Course Overview
This course is organized around the textbooks. Your textbook chapters (identified as “projects” in your text) are hands-on tutorials designed to give you real experience working with each package. Typing capabilities will be helpful but are not necessary since the assignments are not typing intensive. After reading each chapter, you will need to work through each unit by completing the hands-on projects and then completing the assignments/tests.

Please allow yourself at least 3-6 hours to complete each lesson and be prepared to spend a majority of this time working on the computer - this is a ‘hands-on’ class. In addition to doing the assignments/tests, you will complete one final project.

Course Work
A list of assignments and due dates is published under the title Assignment Schedule and can be found by clicking on the Course Information button on the main window for this course.

Please make every attempt to stay current in the class. The workload in this class is such that falling behind will make it almost impossible to catch up.

Your assignments will be returned to you with a grade and comments. If for some reason you have not received a grade for any assignment after turning it in, please contact me immediately to make sure that I have received your assignment. Your test results will be returned to you within a week after the test
date. You should keep track of all your grades earned during the semester. If at any time you are concerned or wish to verify your standing in the class, you may make an appointment to review the grades you have earned.

Assignments
Each week, you will be required to read at least one chapter in the textbooks assigned for this course.

We will cover the following subjects in the order listed below:
Introduction to Computers

- Windows
- Word
- Excel
- PowerPoint

In addition to the readings, you will be required to prove your understanding of the lectures, material presented in the text, participating in the online discussions and test your understanding by completing some or all the exercises at the end of each chapter. By performing the readings, doing the optional exercises, and participating in the graded discussions you will be better prepared to complete the tests in the course. Each test has an objective set of questions as well as a hands-on exercise. This combination of objective questions along with the hands-on exercises that accompany the test, will give you and me a better understanding of your proficiency in the course. The schedule for the tests is listed in the schedule section of the course website.

Please feel free at any time to contact me to clarify any issue, problem or misunderstanding in the assignments for this course.

Optional exercises are available at the end of each chapter in the textbook. You are not required to complete any of these exercises; however, you are encouraged to complete as many as possible in order to confirm your understanding of the material presented in the textbook and in the lectures. You can send me any exercise for review and comment. However, they will not be graded.

**PLEASE NOTE: ALL TESTS WILL BE ACCEPTED ONLY ON OR BEFORE THE DUE DATE. ANY TEST HANDED IN (EMAILED) AFTER THE DUE DATE WILL BE GRADED AS A '0'**

Students may get help from other students, the instructor and lab assistants in completing assignments, but must complete and understand them individually. All work passed in must be your own. Any student found cheating will be assigned a grade of zero for that assignment; the student’s final grade in the course will be lowered by at least one full grade; and the student may be withdrawn from the course. Specifically, I am referring to the copying an exercise from another student. All students involved in such activity will be penalized as stated above.

Warning
Just as a precaution, please make an effort to make a duplicate copy of any work that you send to me. There are times when files get sent but never get received. Emails can get restricted in some email systems from both the sending and receiving system. Emails can also be misrouted. In order to be fair to all students, you can always rely that your grade will be sent to you within a week of the due date to me. If you did not send it to me, I cannot grade it. If I never received your email, I cannot grade it. So please
keep a copy of all emails to me. The simple way to create a copy is to send a copy to yourself. You can then delete the copy from your system once you get your grade from me.

**Examinations**
Test will consist of a variety of objective, short-answer, and essay questions. Tests are designed to test the mastery of both specific programs and the use of the microcomputer. Each test will consist of two parts: Part 1 will consist of objective questions; Part 2 will consist of hands-on exercise(s).

The course is divided into sections followed by a test over the material covered. All tests will be open note/open book and will cover only the material learned since the last test. Please be aware that although you may use your book and notes, this is done to decrease test anxiety and to better simulate a work environment where employees use reference books when necessary. The open note/open book option cannot substitute for your own knowledge of the software packages. Tests will be graded and returned within a week of taking the test. If you would like to go over your test in more detail or have questions, you may call/email me to arrange a time that is mutually convenient.

**Final Project**
You will complete projects in Word, Excel and PowerPoint so there will no final project. You will demonstrate your expertise using Microsoft Office Professional as you complete each test throughout this course.

**Make-up Policy**
There will be no make-up tests given during the semester. If a student cannot take an exam, the weight of that particular test will be placed on the final examination. There will be no make-up for the final and no incomplete grades will be given for the course.

**Grading**
Please keep track of your grades and your accumulated score as we progress through the semester. I put together the Grading Workbook that you can download and print out to keep track of your progress.

The grading scale and basis for student evaluation is stated below.

The final grade for the course will be determined as follows:

**Category Points**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percent of your Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments and Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers Test 1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Windows Test 2</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Word Test 3</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Excel Test 4</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>PowerPoint Test 5</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Class Discussion Forum</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Course Projects will be tested using Word, Excel and PowerPoint Quizzes</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Note that the requirements for each project will be identified as part 2 of each of the Word, Excel and PowerPoint tests.

In order for the Class Discussion Forum to be a useful and a vital part of your learning experience, your minimum requirement is to post to each discussion topic and to provide at least one comment to another's response for each discussion topic. For your planning purposes, I expect to post a new topic at least each week (usually over the weekend). Therefore plan to post your comments before the next topic is posted by me.

<table>
<thead>
<tr>
<th>Grading scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>D-</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

**Teaching Procedures**

I will use a variety of instructional formats in this class: utilize lectures via PowerPoint presentations and attached lecture notes, reference material in the form of textbooks, workbooks, audiovisual material, and interaction with the Internet.

You are asked to apply the knowledge and skill acquired throughout the course to various computer applications.

Any student who has a disability, which requires accommodations, should make it a point to notify me during the first week of class so that reasonable modifications in course requirements may be made when necessary.

Note: I, as the instructor, reserve the right to make modifications to this syllabus during the semester as class needs dictate. Students will be given appropriate advance notice of any changes. Your frequent review of your email as well as the announcement page for this course is essential in order to be aware of such changes, as they take place.

**Academic Calendar**

http://www.middlesex.mass.edu/AcademicCalendar/
Course Description:
This course provides the general knowledge and skills needed to operate computers for academic, professional, and personal use, with an introduction to the major software tools: word processing, spreadsheets, and presentation graphics. This course also covers computer concepts, managing storing files, and using the Internet for research and communications. Students completing this course will be required to demonstrate a minimal level of keyboarding proficiency and if necessary, obtain that proficiency on their own.

Prerequisites:
ENG 060 (EN 2103) or higher placement- Students should be either taking; have successfully completed or tested out of ENG 071 (EN 1101) and MAT 070 (MA 1103)

Intensive Values:
Computer Literacy; Technology/Environment/Health

Text, Software, and Required Materials

Software:
- Windows XP
- Microsoft Office (including Word, Excel, and PowerPoint)
- Internet Explorer 5 or above or Mozilla Firefox

Materials:
- File storage medium (student should select medium compatible with home computer and lab computers) - suggest a USB portable storage drive (Thumb/Flash) other options: 4 diskettes or two CDs (CDR or CDRW))
- One 3-ring notebook w/tabbed dividers

Computer Accounts:
- Email Account
- Blackboard (Bb) Account
Accounts can be obtained through the Technology Center. Students must have accounts by the end of the first week of class.

**Intended Course Outcomes:**
Upon successful completion of this course, the student will be able to:

1. Name and identify the components and operating principles of a personal computer, including: hardware, system software, application software and basic networking concepts.
2. Navigate around in the Windows operating system.
3. Perform basic operations in Windows including file/folder management and routine computer maintenance.
4. Effectively use the Internet as a communications tool (Email, Discussion Boards).
5. Effectively use the Internet as a research tool (i.e. formulate search strings, use appropriate search tools and critically evaluate information, proper citation of sources).
6. Use Microsoft Office as a business productivity and problem-solving tool for:
   - Word Processing – memos, letters, outlines, or simple reports (Word)
   - Spreadsheets – budgets, forecasts, financial statements and business graphics (Excel)
   - Presentations Graphics – create multimedia presentations for home, school, or business (PowerPoint)
7. Navigate and utilize basic functions of the Learning Management System – Blackboard (Bb).
8. Successful completion of this course also means the student has exercised and demonstrated employability skills including:
   - The management and use of information and technology
   - Appropriate management of time and resources
   - Interpersonal and communications skills
   - The ability to function effectively as a member of a group

**Course Content**
The 'Intended Course Outcomes' covers a lot more than MS Office applications. We will investigate each of the concepts listed to build core information technology skills.

Students come to this class with a diverse range of prior knowledge—some students have had considerable experience using particular tools while others are seeing material for the first time. Students should strive to increase their proficiencies in all course objectives no matter where their starting point is. Students should let the instructor know if the pace is too quick or slow throughout the semester so the instructor can modify activities as necessary.

**Course Format:**
The course format will focus on skills standards in a model that is a work-place based environment vs. a traditional instructor-led "lecture" course. We will use the Blackboard learning management system, email, and the World Wide Web for our work. The course is organized into various learning and assessment activities (tasks). We follow a weekly format according to the syllabus course plan, completing some of the activities in class and some activities at home. Several activities are project-based and some require you to work as a team; so it is imperative you adhere to the weekly pace. This is a self-directed course not a self-paced course, so it is imperative that you participate in the class community and complete work according to the schedule. Each week’s assignments are due before the next class meeting; late submissions may not be awarded full points.
**Course Load:**
Students should plan to invest 4-6 hrs outside of class working on assignments. It has been the recommendation of participants in previous semesters that you set aside particular days and times during the week that you will devote to the course. It is the student’s responsibility to attend class/read the announcements posted in Bb to keep up with course requirements and all changes that occur to the schedule as the course progresses.

**Late Submissions:**
The course design is developmental, in that it builds on prior work. If you think you might need extra time with a particular assignment or weekly task, please let the instructor know as soon as possible. Feedback on late assignments may likewise be delayed and therefore cannot be guaranteed before the next assignment is due.

Students with special needs should notify the instructor at the beginning of the course so that reasonable modifications in course requirements may be made where necessary.

**Assessment and Student Responsibilities**
Student work will be evaluated on the basis of key assignments and class participation. Assessment of learning in the course is based on work as follows:
1. Activities/Quizzes.........................................................40 %
2. Original Projects........................................................... 40 %
3. Participation/Attendance/Employability Skills ..........20 %

**Activities & Quizzes**
Activities include online activities discussions, research, and collaborative projects as well as quizzes and skill-building. Some activities serve as checkpoints and will receive points upon completion; some activities are skill-building and points will not be assigned because the skill acquired will be evaluated in a later exercise. Assignments that you are asked to submit should be labeled with the correct identifying name and submitted as stated in the instruction. Students are encouraged to get assistance with assignments from their peers, but must complete and understand each assignment independently.

**Original Projects/Capstone**
Original Projects grading will be based on a series of projects in which you demonstrate your ability to apply and synthesize course skills and concepts. All projects will be graded on their originality, complexity, practicality, quality of the writing and overall effort. Select projects will be graded on their relevance to the Impact of Technology** value goals.

**Participation/Attendance**
Participation and attendance are vital elements in the success of this course. Generally speaking, participation is defined as engaging in both group and individual in-class work and posting discussion comments when you are “working from home.” In this class, you are part of a group; if you are absent you are not contributing to the group’s efforts. Likewise, if you merely show up to class, you have not yet met your participation responsibilities. If you must be absent, please notify the instructor in advance or within 24 hours via phone or e-mail. One point/20 will be deducted for each unexcused absence or for each excused absence after two.

**Employability Skills**
While the technical aspect of learning computer concepts and mastering software applications is important, industry feedback has stressed that “soft skills” (see the ‘Employability Skills” section in the appendix) are what employers are looking for in potential candidates. Approach this course as a part-
time job. In that context, the instructor’s role is as a supervisor (guide on the side) and you are in charge of your domain. A portion of your participation points are akin to a performance “bonus.” Performance is reflected in your workplace behaviors, your organizational skills (including how you organize your notebook,) your ability to set goals and complete your work, your ability to troubleshoot problems, and your overall attitude. A quality worker demonstrates qualitative and appropriate initiative beyond the required material. By becoming aware of your strengths and weaknesses, and showing efforts to improve in these areas, you will undoubtedly be a better employee, and your chances for a successful career will multiply.

**Academic Integrity**
It is the responsibility of the Middlesex community to uphold the integrity of our academic programs. This responsibility belongs to faculty and students alike. According to the student handbook, taking credit for work done by another person, or doing work for which another person will receive credit is cheating, and taking and using the ideas or writings of another without clearly and fully crediting the source is plagiarism. As students, it is your responsibility to learn proper citation of sources; the Modern Language Association (MLA) Handbook gives complete descriptions. It is understood that you will submit original work for each assignment, both within and between courses. Resubmitting previous academic work as a new product is not appropriate. Students are encouraged to get assistance with assignments from their peers, but must complete and understand each assignment independently; points will not be awarded for assignments the student has not personally completed.

**Grading**
Points awarded for activities are posted in the online grade book—’My Grades.’ Grades can be calculated by taking the number of points earned and dividing it by the total number of points for the course. The end result translates into a numeric grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>00-59</td>
</tr>
</tbody>
</table>

**Appendix**
**What is a Core Curriculum Intensive Value?**
All programs at MCC include a set of common – or core – requirements. According to MCC’s General Education Committee statement, courses that are designated as fulfilling a Core intensive Value “foster a common core of knowledge, skills, and experience that Graduates of degree programs should have in order to live in a complex world.” These courses should provide students with intensive exposure (25% of the course time, or 12 hours) to the value. CAP101, Microcomputer Applications, fulfills two intensive values: “Computer Literacy” and the “Technology/Environment/Health.”
What is the “Impact of Technology?”
To fulfill the intensive value as noted above the “Impact of Technology” is chosen as a generative topic for CAP 101’s curriculum units; the Impact of Technology intensive value statement provides the following definition of technology: “Technology is defined as the practical application of knowledge or physical principals in the development of tools, techniques and systems to solve problems or alter the environment. Through and understanding of how technology affects society, individuals can take responsibility for the management and control of technological change”.

The goals of the ‘Impact of Technology’ Intensive value are for students to be aware of and understand:
- The nature of technology
- How the evolution of technology has shaped the course of history
- How technology impacts the way we live and work
- How technology defines and determines the way we think about and view ourselves society and the world
- How technology and the increasing rate of technological change present profound challenges and opportunities for the future

What are Employability Skills?
In 1990, the U.S. Secretary of Labor appointed a commission to determine the skills people need to succeed in today’s world of work. The Commission identified five competencies and a three-part foundation of skills and personal qualities that “lie at the heart of job-performance.”

Foundation skills every student needs:
1. Basic Skills—Reading, writing, mathematics, listening, and speaking
2. Thinking Skills—Creative thinking, decision making, problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning
3. Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity

Effective workers can productively use:
1. Resources—an ability to identify, organize, and allocate time, money, materials, space, and people.
2. Interpersonal skills—to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds.
3. Information—an ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information.
4. Systems—an understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems.
5. Technology—the knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware.
# Course Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Course Orientation</strong> - Introduction to Blackboard, Course Introduction, Course Materials, Email (Outlook &amp; Blackboard) and Keyboarding competency using TypingMaster <strong>Required Reading &amp; Homework:</strong> Essential Introduction to Computers - Hands on Exercise: Learn It On-Line COM 39 <strong>Required Reading &amp; Homework:</strong> Appendix F Introduction to Windows XP - Hands on Exercise: In The Lab #4 APP 110</td>
<td>1/25, 1/27</td>
</tr>
<tr>
<td>2</td>
<td><strong>Employability Skills</strong> - teamwork, portfolios, collaboration, critical thinking, learning styles, strategies for learning, organizational skills. <strong>Quiz:</strong> <strong>Required Reading &amp; Homework:</strong> Chapter 1 Word Do Cases and Places Pg. WD71 Pick a Case, design and implement solution, present to class following week</td>
<td>2/1, 2/3</td>
</tr>
<tr>
<td>3</td>
<td><strong>Required Reading &amp; Homework:</strong> Chapter 2 Word/Research paper <strong>GROUP Project 1:</strong> Pg WD144 (Use MLA style) (Due 3/3)</td>
<td>2/8, 2/10</td>
</tr>
<tr>
<td>4</td>
<td><strong>Required Reading &amp; Homework:</strong> Chapter 3 Word Creating a Cover Letter &amp; Resume with References</td>
<td>2/22, 2/24</td>
</tr>
<tr>
<td>5</td>
<td><strong>Required Reading &amp; Homework:</strong> Web Feature-Creating a Web Page Using Word <strong>GROUP Project 1 Due (3/3)</strong></td>
<td>3/1, 3/3</td>
</tr>
<tr>
<td>6</td>
<td><strong>Quiz:</strong> Word <strong>Required Reading &amp; Homework:</strong> Chapter 1 Excel Creating Worksheet and Embedded Chart –Do Case #1 Pg EX 79</td>
<td>3/8, 3/10</td>
</tr>
<tr>
<td>7</td>
<td><strong>Required Reading &amp; Homework:</strong> Chapter 2 Excel Formulas and Functions – Do Lab #2 Pg. EX 151</td>
<td>3/15, 3/17(Spring Break no classes)</td>
</tr>
<tr>
<td>8</td>
<td><strong>Required Reading &amp; Homework:</strong> Chapter 3 Excel What-if-Analysis, Charting, and Working with Large Worksheets-Do Apply your Knowledge part 1-3 Pg. EX 229-230</td>
<td>3/22, 3/24</td>
</tr>
<tr>
<td>9</td>
<td><strong>Required Reading &amp; Homework:</strong> Web Features Creating Web Pages Using Excel. Do In The Lab #2 Pg. EX262</td>
<td>3/29, 3/31</td>
</tr>
<tr>
<td>10</td>
<td><strong>Quiz:</strong> Excel <strong>Required Reading &amp; Homework:</strong> Chapter 1 PowerPoint Creating and Editing a Presentation <strong>GROUP Project 2:</strong></td>
<td>4/5, 4/7</td>
</tr>
<tr>
<td>11</td>
<td><strong>Required Reading &amp; Homework:</strong> Chapter 2: Creating a Presentation with Illustrations and shapes –Do In The Lab #1 Pg. PPT 136</td>
<td>4/12, 4/14</td>
</tr>
<tr>
<td>12</td>
<td><strong>Quiz:</strong> PowerPoint <strong>Required Reading &amp; Homework:</strong> Creating Web Pages with PowerPoint–Do In the Lab –Lab #1 Pg. PPT 158</td>
<td>4/19, 4/21</td>
</tr>
<tr>
<td>13</td>
<td><strong>GROUP Project 2:</strong> PowerPoint Presentations</td>
<td>4/26, 4/28</td>
</tr>
<tr>
<td>14</td>
<td>(Continue) <strong>GROUP Project 2:</strong> PowerPoint Presentations</td>
<td>5/3, 5/5</td>
</tr>
<tr>
<td>15</td>
<td>Review</td>
<td>5/10, 5/12</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td>5/19</td>
</tr>
</tbody>
</table>

It is the student’s responsibility to attend class/read the announcements posted in Blackboard to keep up with course requirements and all changes that occur to the schedule as the course progresses.
Sample Syllabus IV

Microcomputer Applications
Fall Course Syllabus¹

CAP 101 – 01        Mon, Wed, Fri – 9:30 to 10:20        HH 211
CN: 10575

Instructor: Mary E Scott
Office Hours: TBA

Email: scottme@middlesex.mass.edu

Course Description:
Provides the general knowledge and skills needed to operate computers for academic, professional, and personal use, with an introduction to the major software tools: word processing, spreadsheets, and presentation graphics. The course also covers computer concepts, managing and storing files, and using the Internet for research and communications.

NOTE: Students completing this course will be required to demonstrate a minimal level of keyboarding proficiency and, if necessary, obtaining that proficiency on their own.

CAP 101 satisfies the Computer Literacy and the Technology or Environment or Health Intensive Value.

Instructional Materials:
➢ Shelly, Cashman and Vermaat. Microsoft Office
   Middlesex Community College Bundle
   Boston, MA: Cengage Learning, 2008
   ISBN: 978-1-4240-7881-3

➢ File storage medium One (1) USB drive (RECOMMENDED)

Knowledge, Skill and Attitude Goals:
The student will learn to:
1. Name and identify fundamental components and operating principles of a microcomputer, including hardware, applications software, operating systems, and network connectivity
2. Perform basic operations using the Windows operating system, including:
   a. Format and copy disks, and
   b. Manage files and folders using Windows Explorer
3. Use the Internet as a research and communications tool to
   a. Browse the Web
   b. Search the Web by subject directory or keyword
   c. E-mail
4. Use Microsoft Office as a business productivity and problem-solving tool for:
   a. Word Processing
   b. Spreadsheet Analysis
   c. Business Graphics
   d. Presentation Graphics
5. Use selected employability skills (workplace competencies identified by NWCET, the National Workforce Center for Emerging Technologies in Building Foundation for Tomorrow, 2003

¹ Syllabus created by Prof. D. Hudson, modified by Prof. B. Scott

- *Resources* – An ability to identify, organize, and allocate time, money, materials, space, and people
- *Interpersonal Skills* – to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds.
- *Information* – An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information.
- *Systems* – An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems
- *Technology* – The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware.

The three SCANS foundation skills identified by the Commission are the following:

- *Basic Skills* – Reading, writing, mathematics, listening, and speaking.
- *Thinking Skills* – Creative thinking, decision-making, and problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning.
- *Personal Qualities* – Responsibility, self-esteem, sociability, self-management, and integrity.

**Instructional Methods:**
Welcome to a skill standards classroom. Education as we have known it is primarily lecture, demonstration and exam-based assessment. In this class, you will also learn on your own and from others as you perform activities and solve problems. This semester we will use a three-phase approach to develop MOUS (Microsoft Office User Specialist) competencies. In the process, you will

1. Practice software skills using a tutorial.
2. Apply software skills to a business task.
3. Use technology to complete a business project.

In addition to MOUS competencies, you will be engaged in semester activities that develop employability competencies. You will

1. Acquire and evaluate data.
2. Organize and maintain files, interpret and communicate information.
3. Apply technology to specific tasks.
4. Apply critical thinking and problem solving.
5. Work with members of a team.

CAP 101 provides you the opportunity to learn software skills in Microsoft Office basics and apply the learned skills to business projects. In addition, you perform as an employee of a hypothetical business where you develop and apply both technical and employability skills. When you have completed this course, you will have created a portfolio (a collection of evidence that shows your skills, abilities, and accomplishments) for prospective employers.

The main differences in a traditional classroom and a skill standards classroom are:

<table>
<thead>
<tr>
<th>TRADITIONAL CLASSROOM</th>
<th>SKILL STANDARDS CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor knows the answer</td>
<td>More than one solution may be viable and the instructor may not have it in advance</td>
</tr>
<tr>
<td>Students routinely work alone</td>
<td>Students routinely work with the instructor, peers,</td>
</tr>
<tr>
<td>The instructor plans all the activities</td>
<td>Students and the instructor plan and negotiate activities</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Reading, writing, and math are treated as separate disciplines; listening and speaking often are missing from the curriculum</td>
<td>Disciplines needed for problem solving are integrated; listening and speaking are fundamental parts of learning</td>
</tr>
<tr>
<td>Thinking is usually theoretical and “academic”</td>
<td>Thinking involves problem solving, reasoning, and decision making</td>
</tr>
<tr>
<td>Students are expected to conform to the instructor’s behavioral model; integrity and honesty are monitored by the teacher; self-esteem is often not what it could be</td>
<td>Students are expected to be responsible, sociable, self-managing, and resourceful; integrity and honesty are monitored within the social context of the classroom; students self esteem is high because they are in charge of their own learning</td>
</tr>
</tbody>
</table>

This comparison is an excerpt from *Making Connections, School-to-Work Resource Guide regarding SCANS*.

**Student Responsibilities:**
The student should:
- Invest in the development of their employability skills
- Assess on a weekly basis the development of workplace behaviors (a check list will be provided by the instructor)
- Practice workplace behaviors
  - Punctuality and regular attendance
  - Teamwork
  - Planning in relation to preparation and completion of assignments
  - Acquiring, organizing, evaluating, interpreting, and communicating information along with using computers to process information
  - Critical thinking
  - Troubleshooting
  - Decision making and problem solving
  - Developing personal qualities including responsibility, self-management, and integrity
  - Developing an understanding of the necessity for both MOUS skills (technology skills) and employability skills (competencies and foundation skills)
Assignments:
You will work on both in class assignments as well as home assignments. The Tutorial and In the Lab phases of each lesson use various scenarios to demonstrate the kinds of documents that an employee might produce. The Cases and Places project gives you an opportunity to work independently and on a team to complete a related document in MS Office.

All of these assignments become part of your electronic portfolio. Homework assignments and projects receive an individual grade.

Toward the end of the semester, you will work as part of a group on a final project, which integrates the technologies you learned during the semester. In addition, your team will be “employed” by a hypothetical company and will complete duties appropriate to the success of your business in a final project. Assignment sheets that include skill sets to learn for each project are available on Blackboard. You are responsible for organizing your projects and maintaining your personal portfolio. The classroom is a simulation of a place of employment.

Evaluation procedure:
Homework assignments 40%
Software Team Project (Word) 15%
Final Team Project (includes PowerPoint presentation) 25%
Electronic Portfolio of Work 10%
Attendance 10%

Attendance policy:
Students will sign in on an attendance sheet each class.

Regular attendance is critical to your success in this course. Since our classroom is a simulation of a place of employment, you will be completing your assignments individually and in teams; therefore, it is critical that you have regular attendance in order to succeed in this course. Both MOUS skills (technical skills) and employability skills will be developed.

If you miss a class, you should email me to discuss the absence. A list of assignments is included in this syllabus. You are responsible for all class work and assignments.

Classroom management:
Everything that happens in the classroom must be personally and educationally good for the student as an individual, the class as a group, and for the instructor.
- Students are expected to be courteous to everyone in the room.
- Cell phone use is prohibited.
- IPODS are acceptable during in class work time NOT during presentations and discussions.
- No food or beverages are allowed in the computer labs.

Adverse weather:
MCC posts school closing due to adverse weather on the phone hotline (978-656-3200 or 781-280-3200). Students should use good judgment when deciding to travel during adverse weather.

Computer laboratories:
The Cyber Café, an open computer lab staffed by a system analyst and equipped with all academic applications and resources, is available to students. Please consult The Cyber Café for schedule.
REASONABLE ACCOMMODATION FOR DISABLED STUDENTS:
If you believe that you require any special assistance to accomplish the goals of this course, please see your instructor at the start of the semester.
## WEEKLY AGENDA – Spring Semester

<table>
<thead>
<tr>
<th>DATE</th>
<th>AGENDA</th>
<th>TEXT READING</th>
<th>DELIVERABLE DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction to course</strong>&lt;br&gt;<strong>Introduction to Blackboard and Typing Master</strong>&lt;br&gt;Introduction to Windows XP, e-mail</td>
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</tr>
<tr>
<td>Jan 24</td>
<td>Course Introduction – skill standards class</td>
<td></td>
<td>Case Study #1 <strong>Due Feb 4th</strong></td>
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<tr>
<td></td>
<td>Employability skills – Teamwork, collaboration, critical thinking</td>
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<tr>
<td>Jan 26</td>
<td>Essential Introduction to Computers</td>
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<tr>
<td>Jan 28</td>
<td><strong>Introduction to Blackboard and email</strong>&lt;br&gt;<strong>Introduction to TypingMaster</strong></td>
<td></td>
<td>Post a message introducing yourself on the discussion board. Reply to another students message. <strong>Due Feb 4th</strong></td>
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### Week 2

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<td>Jan 31</td>
<td><strong>Introduction to Windows</strong> Downloading resources from the Shelly Cashman site</td>
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<tr>
<td>Feb 2</td>
<td><strong>Windows XP In the Lab (INT) Exercises</strong></td>
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<tr>
<td>Feb 4</td>
<td><strong>WD 1 – WD 62 (read and perform tutorial steps)</strong></td>
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### Week 3

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<tr>
<td>Feb 7</td>
<td><strong>Word Project 1 - tutorial</strong></td>
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<tr>
<td>Feb 9</td>
<td><strong>Word Project 1 – In the Lab #3</strong></td>
<td></td>
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<tr>
<td>Feb 11</td>
<td><strong>Word Project 1 – Cases and Places #4</strong></td>
<td><strong>WD 74 – WD 132 (read and perform tutorial steps)</strong></td>
<td><strong>Word Project 1 Feb 14</strong></td>
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<td><strong>Week 4</strong></td>
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<tr>
<td>Feb 14</td>
<td>Word Project 2 - tutorial</td>
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<tr>
<td>Feb 16</td>
<td>Word Project 2 – In the Lab #2</td>
<td></td>
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<tr>
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<td>Word Project 2 – Discussion of Team Project</td>
<td>WD 146 – WD 204 (read and perform</td>
<td>Word Team Project due</td>
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<tr>
<td></td>
<td>Team Project Cases and Places #5</td>
<td>tutorial steps)</td>
<td>Mar 4</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>Feb 21</td>
<td>Word Project 3 -- Resume and Cover Letter</td>
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<td>Feb 23</td>
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<td><strong>PRESIDENTS DAY -- NO SCHOOL</strong></td>
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<td>Word Project 3 – tutorial</td>
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<td>Word Project 3 – In the Lab, #1 and 2</td>
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<td>Word Project 3 – Cases and Places #4</td>
<td>WD 203 – WD 223 (read and perform</td>
<td><strong>Word</strong> Project 3 due Mar 4</td>
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<td></td>
<td></td>
<td>tutorial steps)</td>
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<td>Week 6</td>
<td>Word Web Feature</td>
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<tr>
<td>Feb 28</td>
<td>Work on Group Project</td>
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<td>Mar 2</td>
<td>Word Web Feature – Tutorial</td>
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<td>Word Web Feature – In the Lab #2 EX 1 – EX 69 Word Web Feature Due Mar 7</td>
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<tr>
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<th>Excel Project 1 – Creating a Worksheet</th>
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<td>Mar 7</td>
<td>Excel Project 1 – tutorial EX 1 – EX 69 Excel Project 1 due Mar 21</td>
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<td>Excel Project 1 – In the Lab #2 and #3</td>
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<td>Excel Project 1 – Cases and Places #3 EX 81 – EX 144</td>
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*March 14 – 18 No Class*

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<tr>
<th>Week 8</th>
<th>Excel Project 2 – Formulas, Functions, Formatting</th>
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<tr>
<td>Mar 21</td>
<td>Excel Project 2 – tutorial EX 144 – EX 224 Excel Project 2 due Apr 1</td>
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<td>Mar 23</td>
<td>Excel Project 2 – In the Lab #2 and #3</td>
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<tr>
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<td>Excel Project 2 – Cases and Places #1 OR #2 EX 144 – EX 224</td>
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<td>Mar 28</td>
<td>Excel Project 3 – tutorial</td>
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<tr>
<td>Mar 30</td>
<td>Excel Project 3 – In the Lab #2 EX 248 – EX 261 Excel Project 3 due Apr 8</td>
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<td>Excel Project 3 – Cases and Places #1 EX 248 – EX 261</td>
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<td>Week 10</td>
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<td>Apr 4</td>
<td>Excel Web Feature -- tutorial</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Professional Day – No School</td>
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<tr>
<td>Apr 8</td>
<td>Excel Web Feature – In the Lab #1, #2, #3</td>
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<tr>
<th>Week 11</th>
<th>PowerPoint Project 1</th>
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<tbody>
<tr>
<td>Apr 11</td>
<td>PowerPoint Project 1 – tutorial</td>
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<tr>
<td>Apr 13</td>
<td>Finish up all Excel work</td>
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<td>PowerPoint Project 1 – In the Lab #3</td>
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<tr>
<td>Apr 15</td>
<td>PowerPoint Project 1 – Cases and Places #1</td>
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<th>Week 12</th>
<th>PowerPoint Project 2</th>
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<tr>
<td>Apr 18</td>
<td>Patriots’ Day – No School</td>
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<tr>
<td>Apr 20</td>
<td>PowerPoint Project 2 - tutorial</td>
</tr>
<tr>
<td>Apr 22</td>
<td>PowerPoint Project 2 – In the Lab #3</td>
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<tr>
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<td>PowerPoint Project 2 – Cases and Places #4</td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>PowerPoint Web Feature</th>
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<tbody>
<tr>
<td>Apr 25</td>
<td>Power Point Web Feature -- tutorial</td>
</tr>
<tr>
<td></td>
<td>Final Project Initial Work – Presentation and break into groups, select topic</td>
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<tr>
<td></td>
<td>Review of requirements for electronic portfolio</td>
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<tr>
<td>Apr 27</td>
<td>PowerPoint Web Feature – In the Lab #1 or #2</td>
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<tr>
<td>Apr 29</td>
<td>PPT 145 - 157</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>Final team projects, Electronic Portfolio Review</strong></td>
</tr>
<tr>
<td>May 2</td>
<td>First Electronic portfolio review – be prepared sometime this week to have your instructor review the structure and content of your electronic portfolio. Final Project: based on Integration Cases and Places #5 Propose final project – have your team select a town.</td>
</tr>
<tr>
<td>May 4</td>
<td>Research your town online. Assign roles and responsibilities. Continue research. Outline presentation.</td>
</tr>
<tr>
<td>May 6</td>
<td>Work on final project. <em>Make sure you have handed in all projects</em></td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td><strong>Final team projects, Electronic Portfolio Review</strong></td>
</tr>
<tr>
<td>May 9</td>
<td>Final Electronic portfolio review</td>
</tr>
<tr>
<td>May 11</td>
<td>Research your town online. Assign roles and responsibilities. Continue research. Outline presentation. Work on final project. Make sure you have handed in all projects</td>
</tr>
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<tr>
<td>May 13</td>
<td>Last Class – electronic portfolio review</td>
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<tr>
<td><strong>Week 16</strong></td>
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<td>May 16</td>
<td></td>
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<tr>
<td>May 18</td>
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</table>
Sample Syllabus V

CAP 101 Microcomputer Applications
Course Outline

Fall 2011

Instructor: Marv Daniels (781) 272-2009

Email: danielsm@middlesex.mass.edu

Office: AR 201

Text

Text Title: Microsoft Office

Authors: Gary Shelly & Misty Vermaat

Publisher information: Course Technology – Cengage Learning
<table>
<thead>
<tr>
<th>Class</th>
<th>Subject</th>
<th>Assigned Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Computers</td>
<td>COM 1 - COM 38</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Office</td>
<td>OFF 2 - OFF 75</td>
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<tr>
<td>3</td>
<td>Creating, formatting and editing Word</td>
<td>WD 1 - WD 53</td>
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<td>Documents</td>
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<tr>
<td>4</td>
<td>Creating a Research Paper</td>
<td>WD 66 - WD 125</td>
</tr>
<tr>
<td>5</td>
<td>Creating Business Letters</td>
<td>WD 145 - WD 204</td>
</tr>
<tr>
<td>6</td>
<td>Creating a Worksheet and Embedded Chart</td>
<td>EX 1 - EX 53</td>
</tr>
<tr>
<td>7</td>
<td>Formulas, Functions and Formatting</td>
<td>EX 65 - EX 121</td>
</tr>
<tr>
<td>8</td>
<td>What If Analysis and Charting</td>
<td>EX 137 - EX 203</td>
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<td>9</td>
<td>Midterm</td>
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<tr>
<td>10</td>
<td>Creating and Editing a Presentation</td>
<td>PPT 1 - PPT 54</td>
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<td>11</td>
<td>Presentations with Illustrations and Shapes</td>
<td>PPT 73 - PPT 122</td>
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<tr>
<td>12</td>
<td>Adding media to Presentations</td>
<td>PPT 138 - PPT 190</td>
</tr>
<tr>
<td>13</td>
<td>PowerPoint presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
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Catalog Description

CAP 101 provides the general knowledge and skills needed to operate computers for academic, professional, and personal use, with an introduction to the major software tools: word processing spreadsheets, and presentation graphics. The course also covers computer concepts, managing and storing files, and using the Internet for research and communications. Students completing this course will be required to demonstrate a minimal level of keyboarding proficiency and, if necessary, obtaining that proficiency on their own.

Intensive Values: Computer Literacy; Technology/Environment/Health

Prerequisite: ENG 060 or higher placement. Students should be either taking, have successfully completed or tested out of ENG 071 and MAT 070.

Instructional Objectives

Upon successfully completing this course, the student will be able to:

1. Name and identify the fundamental components and operating principles of a microcomputer, including hardware, application software, operating systems and network connectivity.

2. Perform basic operations using Windows, including:
   - Formatting and copying disks
   - File and folder managing

3. Use the Internet as a research and communications tool for:
   - Browsing the Web
   - Searching the Web

4. Use Microsoft Office as a business productivity and problem solving tool for:
   - Word Processing - letters, reports (Word)
   - Spreadsheet Analysis - budgets and financial statements (Excel)
   - Business Graphics - pie, line and bar charts (Excel)
   - Presentation Graphics (PowerPoint)
   - Database - tables, queries (Access)

5. Learning some soft skills so students can be prepared to meet the challenge of the work environment

Core Intensive Values

Due the fifth class at the beginning of class
Core Intensive Writing Assignment for CAP 101

After you finish reading the first chapter about Microsoft Word, you are to write a reflective two to four page paper, not including the Works Cited page, about how this chapter affects you in your everyday life. You are to use at least three specific examples from the first chapter and describe in detail how Microsoft Word has affected your life.

In working on this assignment, make sure you write using correct grammar and proper punctuation. Yes! It counts!

The last page of the assignment must contain a Works Cited page. Since everyone will be using the class textbook, I have written the Works Cited information for you to use in your paper (in my model assignment).

This paper must be word processed using Microsoft Word. Use the font ‘Calibri’ and point size 14. It is to be double spaced and MLA formatted.

This paper is due at the beginning of our fifth class.

An example of the paper is on the next few pages.
After I finished reading the first chapter in our textbook about Microsoft Word, I was amazed at how much I use Microsoft Word. Just to be able to complete this assignment and fulfill the core intensive for this course, I’ve had to use Word.

This chapter gave me a very good review about Word. I knew a lot of the material already, but I found it interesting about the synonyms and using the thesaurus. When I write I tend to use a lot of the same words, but having a list of synonyms on stand-by may make my written material come out clearer and better written.

As I am writing this, I just used the spell checker. Because I type as I am thinking, the correctly spelled words don’t always get displayed on the paper, yet Word helps me. I can say that I very rarely hand in assignments that have any words misspelled.

Another feature that I use a lot in writing is formatting paragraphs and the elements of the documents. Spell checker just advised me that the word paragraph only has 1 ‘r’ and the word ‘documents’ has to start with “d.” Being able to change the font size and or font style is a great feature. I can’t tell you how many times I’ve used this feature, but if I had nickel every time I used it, I’d probably be able to buy a half a tank of gas.
One feature that this first chapter describes is inserting pictures in a document. This is a fun feature that I use when writing out some assignments. Sometimes I use the clipart feature and sometimes I Google the picture and bring in a photograph. Now the word Google is coming up with a red underline whether I use quotations or not. I would have thought that Google is an accepted word.

Another feature that I use a lot is the bullet or number when I present a list of items in a paper. Sometimes I will use a non-normal symbol like a smile face as a bullet.

I guess after reading this first chapter I can say that Microsoft Word has a major impact in my writing. Word makes my task of displaying my writing easy, although my writing is still a task. When I email somebody, all bets are off. I write in all lowercase and may send out a letter or two or three with many spelling mistakes unless I check it over. Maybe my emails will start displaying my typos, and then I may fix them there. Until then, I keep a Word document open on my desktop, compose my email there, then cut and paste into my email response. Voila!
Works Cited


Print.
Rubric for Core Intensive

1. Is the assignment handed in on time?
2. Is the assignment complete?
3. Is the assignment long enough?
4. Are there any misspelled words?
5. Are there any grammar errors?
6. Is this paper a reflective paper?
7. Did the writer use examples from the reading?

<table>
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<tr>
<th></th>
<th>All complete “A”</th>
<th>1 or 2 errors “B”</th>
<th>3 to 4 errors “C”</th>
<th>5 to 6 errors “D”</th>
<th>More than 6 “F”</th>
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<tr>
<td>Misspelled words</td>
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<tr>
<td>Grammar errors</td>
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<td>Complete</td>
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<td>Long enough</td>
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<td>Is paper reflective</td>
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<tr>
<td>Uses at least 3 examples from readings</td>
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Assignments

Students will be given many application and/or textbook assignments. All these assignments must use Microsoft Office software. All assignments are based on 10 points. A student receives 10 points for an assignment that has all the right output and was done correctly. A 10 is a 100. A 9 is a 90, an 8 is an 80 etc. Mistakes bring down your score. Assignments are due on time. **Late assignments will lose 20% of the original grade.**

**No credit on any assignment handed in 2 classes late.**

Students must type their name on all assignments, or they will lose 10% of the original grade of that assignment.

Teaching Procedures

Students will have lectures and demonstrations of various topics of the computer. Time will be allotted to allow students to work on examples from class lectures, and on some days, use some teamwork skills time to work on assignments.

Attendance

Attendance is taken every class. Excellent attendance usually results in easier learning of the topics. **A student who misses class is responsible for all class work and assignments. Attendance counts for 15% of the course grade.**

Grading Policy

<table>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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