HOUSTON COMMUNITY COLLEGE SYSTEM
BUSINESS TECHNOLOGY DEPARTMENT
HOUSTON, TEXAS

COMPUTER APPLICATIONS I
POFI 1301

MICROSOFT OFFICE 2010

Mrs. Beverly Dever, Instructor

CRN 0263-24261
NW Campus – Spring Branch

FALL 2012
Regular Start

SCANS
✍

SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)
COMPETENCIES INCORPORATED

SCANS Competencies Included in Textbook

FALL 2012

Instructor: Mrs. Beverly Dever	**CRN:** 0263 – 24261
Phone No: 713.718.5700 – 713.718.5545 beverly.dever@hccs.edu	**Time:** 8 a.m. – 1 p.m. Friday
Office Hours: By Appointment	**Campus:** NORTHWEST Spring Branch

FINAL EXAM: December 10 - 16, 2012

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS:

Friday, November 2, 2012 before 4:30 p.m.

TEXTBOOKS AND SUPPLIES

GO! with MICROSOFT Office - 2010 VOLUME I by Shelley Gaskin, Robert L. Ferrett,
    Alicia Vargas, and Carolyn McLellan, Pearson Custom Publishing, 2011.

Storage device for saving files. Two (2) 100 megabyte (MB) or more --USB Flash Drives; one large
    folder or binder, highlighter/marker, pens, pens, pencils (#2), college writing tablet for notes.

Notes to all Students: (1) Be sure to check out "HCCS Job Placement"—"Job Connections" —HCCS
Job Placement Home Page: **http://hccs.edu/jobs**. This is a very important resource to help you get a
job, change jobs, or find a new position, etc. **Northwest College –** call 713.718.5423 for further details;
FAX: 713.718.5432. Note --There are Job Placement Centers at all "six" HCCS colleges!! Be sure to
see a counselor during the early part of each semester to check on filing for a certificate or degree plan.
If you need specifics from the department, Business Technology, please see the Chair" of the program,
713.718.7807 or 7808). Feel free to talk with me or any Business Technology full-time instructor.

HCCS POLICIES

"NEW" Repeat Course Policy: Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Disability Policy: Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Service office: Northwest College: Ms. Mahnaz Kolaini, Director, at Northwest College - 713 718-5667 or mahnaz.kolaini@hccs.edu, at the beginning of each semester. It is recommended students do this 60 days ahead, if necessary. Faculty is authorized to provide only the accommodations received in writing from each student with requested disability support.

Drop or Withdrawal Policies: A student may drop a course or withdraw from the college by following the procedure outlined by the Campus Director. Should circumstances prevent a student from appearing in person to withdraw, withdrawal may be completed by writing to the Registrar's Office. A drop or withdrawal request will not be accepted by telephone. A student, who ceases to attend a class without officially dropping or withdrawing, will be given a grade of "WF" for non-attendance. A semester-hour student who fails to attend classes by the twelfth class day of a regular term will be administratively withdrawn from the class roll. Students who officially withdraw from a course during the first twelve days of a regular term will not receive a grade and the course will not appear in their permanent records.

If you plan on withdrawing from your class, you must contact a counselor or your professor prior to withdrawing/dropping the class. **NOTE --**this must be done prior to the withdrawal deadline to receive a grade of "W" on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length. Please visit the online registration calendars, the HCC schedule of classes and/or catalog. As always, you can visit any HCC Registration Office or any HCC counselor for assistance to determine class withdrawal deadlines. *Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.* If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Academic Dishonesty: Academic dishonesty can result in a grade of –F- or -0- for the particular test or assignment involved, you will be dropped, and/or expelled from HCCS. Please refer to the HCCS Student Handbook for further information regarding Academic Dishonesty.

Class Attendance: Students are expected to attend all classes in which they are enrolled regularly. Class attendance is the responsibility of the student. It is also the responsibility of the student to consult with the instructor regarding an absence from any class. Class attendance is checked regularly by the instructor. A student may miss 12.5% of total class hours, which is a total of 5 classes. Reports of excessive absences will be sent to the Veterans Administration, Social Security Office, and other agencies responsible for aid to the student when appropriate. The student will be dropped after **5** absences, unless the instructor is contacted and/or has been advised and approves the absence.

Late Assignments and Make-Up Work: Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Work submitted later than the due date will be counted/accepted if it is submitted by the next class period, but the grade will be lowered by one letter grade (at the discretion of the instructor). The only exception is if the student is absent the day that the

work is due; in that case, the assignment is due at the beginning of the next class period. *Points will be deducted for late assignments.*

If the student has exceeded five absences, no work will be accepted late and the excessive absences will result in the student being dropped. . Check with your instructor for make-up/completion of class work and/or test assigned. NOTE: Make-up test cannot be taken during the regular class time. Arrangements must be made with the instructor to take a make-up test at a date and time convenient for both the student and instructor.

HCCS/Classroom Policies: Phone calls are not permitted within the classroom. Please turn cell phones and pagers to off or place on vibrate. Food and/or drinks are not permitted in the classroom. Children are not permitted in the classroom.

COURSE DESCRIPTION

Overview of computer applications which will include current terminology and technology. Introduction to computer hardware, different software application programs and procedures. The student will identify the components of a computer system and, and demonstrate basic proficiency in commonly used applications. You will be given hands-on overview of computer applications which runs under the windows environment on a PC compatible platform, including current terminology and technology. You will become familiar with and introduced to computer software applications and procedures.

COURSE GOALS

1. Students will complete the required units from the textbook.
2. Students will demonstrate the ability to complete documents under timed production conditions.
3. Students will demonstrate the ability to work in a self-paced, individualized instructional environment utilizing time-management and work organizational skills.
4. Students wil demonstrate the ability select correct document formats and layouts; and assess documents for correct grammar, spelling, and punctuation.
5. Students will complete the required units from the textbook.

COURSE OBJECTIVES

- Improve his/her ability to use the computer for everyday tasks
- Create documents within a reasonable amount of time
- Choose the correct applications for the appropriate task
- Correct spelling, grammar, and punctuation for accuracy
- Insert and format graphics, create a table
- Create mailing labels by using mail merge in Word
- Create hyperlinks in Word
- Create, save, and navigate an Excel workbook
- Create a pie chart and a chart sheet in Excel
- Start access and create a new blank database
- In Access, you will create a query, form and report
- In PowerPoint, you will create a presentation
- In PowerPoint, you will format slide elements
- In PowerPoint, you will insert and format pictures and shapes

COURSE REQUIREMENTS AND EXPECTATIONS

This is a hands-on, self-paced, individualized, instructional course. Thus, the student is responsible for reading all appropriate training chapters and completing each training exercise as indicated on the class schedule.

There will be lectures on system requirements and procedures. The student is expected to take notes and refer to any instructional handouts provided by the instructor. It is the student's responsibility, when absent from class, to make arrangements to get study notes before returning to class. It would be wise to exchange phone numbers with co-students.

EGLS$_3$ – EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS$_3$ as part of the Houston Community College System online near the end of the term. **GO TO: hccs.edu, select Student System Sign in** to complete the EGLS$_3$ survey!

> **NOTE: SEOIs/Student Evaluation of Instruction** forms will no longer be used.

STUDENT EVALUATION

HCCS Grading System

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Score
A-Excellent	90-100
B-Good	80-89
C-Fair	70-79
D-Passing	60-69
F-Failure	0-59

Departmental Grading System

The following departmental grading system will be used to evaluate students' performances in this course:

Textbook Exercises	40%
Quizzes	10%
Production Tests	30%
Final Exam	20%

NOTICE:

Assignments/Exams/Final must be turned in to the instructor on the specified due dates.

Assignments/Exams/Final will not be accepted if turned in to other HCC faculty/staff members or if left in instructor's mailbox. Please see instructor if emergency arrangements must be made.

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

Degree Plan

Students are encouraged to file a degree plan. Please ask your instructor for Degree Plan information or contact the Counseling offices at HCC Northwest - 713 718-5706 for more information.

16 WEEK COURSE CALENDAR

POFI 1301—COMPUTER APPLICATIONS I
WEEKLY ASSIGNMENTS

WEEK	TEXTBOOK CHAPTERS	
	Microsoft Office 2010 Professional Suite (Word, Excel, Access, PowerPoint)	
	COMMON FEATURES/INTRODUCTION	
1	Intro:	Introduction: Syllabus
	Chapter 1	**Using the Common Features of Microsoft Office 2010:** **PowerPoint File**: Use Windows Explorer to Locate Files and Folders Locate and Start a Microsoft Office 2010 Program Enter and Edit Text in an Office 2010 Program Perform Commands from a Dialog Box Create a Folder, Save a File, and Close a Program Add Document Properties and Print a File **Word File:** Open an Existing File and Save it with a New Name Explore Options for an Application Perform Commands from the Ribbon Apply Formatting in Office Programs Use the Microsoft Office 2010 Help System Compress Files
	WORD 2010	
1	Chapter 1	**Creating Documents with Microsoft Word 2010** **Project 1A - Flyer (Objectives 1-4)** **Project 1B - Information Handout (Objectives 5-8)** **Project 1E - Retreat** **Project 1F – Cycling Trip**
2	Chapter 1	**Continued!**
3	Chapter 2	**Using Tables and Templates to Create Resumes and Cover Letters** **Project 2A - Resume (Objectives 1-3)** **Project 2B - Cover Letter & Resume (Objectives 4-7)** **Project 2E – Job Listings** **Project 2F – Job Tips**
4	Chapter 2	**Continued!**

WEEK		TEXTBOOK CHAPTERS
5	Chapter 3	**Creating Research Papers, Newsletters, and Merged Mailing Labels** **Project 3A - Research Paper (Objectives 1-3)** **Project 3B - Newsletter with Mailing Labels (Objectives 4-6)** **Project 3E – Hazards** **Project 3F – Spring Newsletter** **TEST #1: WORD**
		Excel 2010
6	Chapter 1	**Creating a Worksheet and Charting Data** **Project 1A - Sales Report with Embedded Column Chart and Sparklines (Objectives 1-6)** **Project 1B - Inventory Valuation (Objectives 7-11)** **Project 1E – Hard Drives** **Project 1F – Camera Accessories**
7	Chapter	**Continued!**
8	Chapter 2	**Using Functions, Creating Tables, and Managing Large Workbooks** **Project 2A - Inventory Status Report (Objectives 1-6)** **Project 2B - Weekly Sales Summary (Objectives 7-12)** **Project 2E – Desserts** **Project 2F – Compensation**
9	Chapter 2	**Continued!**
10	Chapter 3	**Analyzing Data with Pie charts, Line Charts, and What-If Analysis Tools** **Project 3A - Budget Pie Chart (Objectives 1-4)** **Project 3B - Growth Projection with Line Chart (Objectives 5-7)** **Project 3E – Investments** **Project 3F – Benefit Analysis** **TEST #2: EXCEL**
		ACCESS 2010
11	Chapter 1	**Getting Started with Access Databases** **Project 1A - Contact Information Database with Two Tables (Objectives 1-5)** **Project 1B - Student Workshops Database (Objectives 6-9)** **Project 1E – Kiosk Inventory** **Project 1F – Recruiting Events**

WEEK	TEXTBOOK CHAPTERS	
12	Chapter 2	**Sort and Query a Database** **Project 2A - Instructors and Courses Database (Objectives 1-7)** **Project 2B - Athletic Scholarships Database (Objectives 8-14)** **Project 2E – Grants and Organizations** **Project 2F – Events and Clients**
13	Chapter 3	**Forms, Filters, and Reports** **Project 3A - Students and Majors (Objectives 1-4)** **Project 3B - Job Openings (Objectives 5-8)** **Project 3E – Raffle Sponsors** **Project 3F – Contractor Services** **TEST #3: ACCESS**
	POWERPOINT 2010	
14	Chapter 1	**Getting Started with Microsoft Office PowerPoint** **Project 1A - Company Overview (Objectives 1-4)** **Project 1B - New Product Announcement (Objectives 5-8)** **Project 1E – Boat Tours** **Project 1F – Helicopter Tour**
	Chapter 2	**Formatting PowerPoint Presentations** **Project 2A - Employee Training Presentation (Objectives 1-4)** **Project 2B - Event Announcement (Objectives 5-6)** **Project 2E – Roller Coasters** **Project 2F – Coaster Club**
15	Chapter 3	**Enhancing a Presentation with Animation, Video, Tables, and Charts** **Project 3A - Informational Presentation (Objectives 1-3)** **Project 3B - Summary and Analysis Presentation (Objectives 4-5)** **Project 3E – Spotlight Neighborhood** **Project 3F – Water Conservation** **Business Running Case 1: PowerPoint** **Chapter 1-3** **TEST #4: POWERPOINT**
	INTEGRATED PROJECTS 2010 **If Time Permits!**	
		Project 1A/State Sales (Objectives 1-4) **Project 1B/Taos Welcome (Objectives 5-8)**
16		**FINAL EXAMINATION**

Microsoft Office 2010
Introductory Course
SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. Resources—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.

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. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

3. Information—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize that efforts to master information skills prepare students for future employment.

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. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

5. Technology—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

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

1. Basic Skills—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

2. <u>Thinking Skills</u>—Creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

3. <u>Personal Qualities</u>—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

SCANS workplace competencies and foundation skills have been integrated into GO! WITH MICROSOFT *Office 2010 VOLUME 1*. The grid on the preceding pages correlates Step-by-Step exercises, projects, applications, and jobs in the text with specific SCANS competencies and skills.

<div align="center">Look at this!!!</div>

<u>SCANS</u>

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The following skills will be developed in the course:
- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

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