

**Business Technology**

**Alief-Hayes College**

**`**

**POFI 1301—Computer Applications I**

**CRN 11756 – Summer 2017**

**Alief Hayes Room C122 Time 05:00 PM-10:00 PM Days—Mon./Wed.**

**3 credit hours (2 lecture, 3 lab)**

**8 weeks In Class Instruction**

**SCANS Competencies Included**

**Instructor: Erika Davis-Wright**

**Instructor Contact Information:**

**Phone:** (832) 978-7922

**E-Mail:** erika.wright@hccs.edu

**E-Mail:** emkdavis@yahoo.com

**Office location and hours**

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear our concerns and just to discuss course topics. Office hours are upon request.

**Final Exam**: **Wednesday, July 26, 2017** – (NO MAKE-EXAMS GIVEN)

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS**: **Monday,**

**July 10, 2017.** Verify on College Page.

**Course Description**

Overview of computer office applications including current terminology and technology. Introduction to computer hardware, software applications, and procedures.

**Course Prerequisites**

NONE

**PROGRAM LEARNING OUTCOMES**

* The student will be able to read, listen, speak, and write proficiently.
* The student will be able to apply keyboarding and document processing skills to specific office applications.
* The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in word processing, spreadsheet, database, and presentations to manage information.
* The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

**STUDENT LEARNING OUTCOMES**

The student will be able to:

1. Identify the components of a computer system
2. Complete documents under timed production conditions.
3. Select correct document formats and layouts, and assess document for correct grammar, spelling, and punctuation.
4. Demonstrate basic proficiency in commonly used applications.

**Learning objectives**

The student will:

* 1. Improve his or her ability to use the computer for everyday tasks.

2.1 Create documents within a reasonable amount of time

3.1 Choose the correct applications for the appropriate task

3.2 Correct spelling, grammar, and punctuation for accuracy

4.1 In Word insert and format graphics

4.2 In Word create a table

4.3 Create mailing labels by using mail merge in Word

4.4 Create hyperlinks in Word

4.5 Create, save, and navigate an Excel workbook

4.6 Create a pie chart and a chart sheet in Excel

4.7 Start Access and create a new blank database

4.8 In Access create a query, form and report

4.9 In PowerPoint create a presentation

4.10 In PowerPoint format slide elements

4.11 In PowerPoint insert and format pictures and shapes

**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 those 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 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

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

**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.

**Thinking Skills**—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.

**Personal Qualities**—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.

**POFI 1301—COMPUTER APPLICATIONS I**

**8 WEEKS / WEEKLY ASSIGNMENTS SUMMER 2017**

| **WEEK** | **TEXTBOOK CHAPTERS** | | |
| --- | --- | --- | --- |
| **Microsoft Office 2016 (Word, Excel, Access, PowerPoint)** | | | |
| **WINDOWS /INTRODUCTON** | | | |
| 1 | Intro:  Chapter 1 | | Introduction: Syllabus  **DOCS A, B – REQUIRED FROM EACH CHAPTER OF WORD, EXCEL, ACCESS, AND POWER POINT**  **Getting Started with Windows 8, p. 1, Project 1A Outcomes, Project 1B Managing Files and Folders p. 29, End of Chapter, p. 52, Glossary, p. 54, Chapter Review, 1C,1D, Content Based Assessments, 1E**  **Outcome Based Assessments – End of Chapter Review Questions required for each chapter. (pearsonhighered.com/go)** |
| **Introduction to Microsoft WORD 2016** | | | |
| 1 | Chapter 1 | | **Creating Documents with Microsoft Word 2016**  **Project 1A/Flyer (Objectives 1-4), GO! With Office Web Apps**  **Project 1B/Information Handout (Objectives 5-8), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| 2 | Chapter 2 | | **Using Tables and Templates to Create Resumes and Cover Letters**  **Project 2A/Resume (Objectives 1-3), GO! With Office Web Apps**  **Project 2B/Cover Letter, Reference List, and Envelope (Objectives 4-7), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| 3 | Chapter 3 | | **Creating Research Papers, Newsletters, and Merged Mailing Labels**  **Project 3A/Research Paper (Objectives 1-4), GO! With Office Web**  **Apps**  **Project 3B/Newsletter with Mailing Labels (Objectives 5-7), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| **Introduction to Microsoft Excel 2016** | | | |
| 4 | Chapter 1 | | **Creating a Worksheet and Charting Data**  **Project 1A/Sales Report with Embedded Column Chart and Sparklines, (Objectives 1-6), GO! With Office Web Apps**  **Project 1B/Inventory Valuation (Objectives 7-11), GO! With Office Web Apps, GO! With Microsoft Office 365**  **TEST 1 (WORD 2016)** |
| 5 | Chapter 2 | | **Using Functions, Creating Tables, and Managing Large Workbooks**  **Project 2A/Inventory Status Report (Objectives 1-6), GO! With Office Web Apps**  **Project 2B/Weekly Sales Summary (Objectives 7-12), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| 5 | Chapter 3 | | **Analyzing Data with Pie charts, Line Charts, and What-If Analysis Tools**  **Project 3A/Enterprise Fund Pie Chart (Objectives 1-4), GO! With Office Web Apps**  **Project 3B/Tourism Spending Projection with Line Chart (Objectives 5-7), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| **Introduction to Microsoft ACCESS 2016** | | | |
| 6 | Chapter 1 | | **Getting Started with Access 2016**  **Project 1A/Student Advising Database with Two Tables (Objectives 1-5), GO! With Office Web Apps**  **Project 1B/Student Workshops Database (Objectives 6-9), GO! With Office Web Apps, GO! With Microsoft Office 365**  **TEST 2 (EXCEL 201)** |
| 6 | Chapter 2 | | **Sort and Query a Database**  **Project 2A/Instructors and Courses Database (Objectives 1-7), GO! With Office Web Apps**  **Project 2B/Athletic Scholarships Database (Objectives 8-15), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| 6 | Chapter 3 | | **Forms, Filters, and Reports**  **Project 3A/Students and Majors (Objectives 1-4), GO! With Office Web Apps**  **Project 3B/Job Openings Database (Objectives 5-8), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| **Introduction to Microsoft POWERPOINT 2016** | | | |
| 7 | | Chapter 1  Chapter 2 | **Getting Started with Microsoft Office PowerPoint**  **Project 1A/Company Overview (Objectives 1-4), GO! With Office Web Apps**  **Project 1B/Itinerary Presentation (Objectives 5-8), GO! With Office Web Apps, GO! With Microsoft Office 365**  **TEST (ACCESS 2016)**  **Formatting PowerPoint Presentations**  **Project 2A/Employee Training Presentation (Objectives 1-4), GO! With Office Web Apps**  **Project 2B/Event Announcement (Objectives 5-6), GO! With Office Web Apps, GO! With Microsoft Office 365** |
| 7  8 | | Chapter 3 | **Enhancing a Presentation with Animation, Video, Tables, and Charts**  **Project 3A/Informational Presentation (Objectives 1-3), GO! With Office Web Apps**  **Project 3B/Summary and Analysis Presentation (Objectives 4-5), GO! With Office Web Apps, GO! With Microsoft Office 365**  **FINAL EXAM (WORD, EXCEL, ACCESS, & POWER POINT)** |

**Student Assignments**

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in reaching your goals.

**Late Assignments:** Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. No late work is accepted!! There will be only one exception to this policy. **To prevent a habit of late work, the student will have only one opportunity to submit late work.** Work submitted later than the due date will be counted if it is submitted by the next class period, but the grade will be lowered by one letter grade. Student should not exceeded five absences during 16 weeks semesters. If you are not passing the course, you “must drop before the deadline date, otherwise you will receive a grade of “F”. If you stop attending or stop submitting work, your instructor “will” drop you before the deadline date! When you are absent you must turn in work required upon your return.

**EGLS3  -- 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 EGLS3   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 EGLS3 survey!

**PROGRAM/DISCIPLINE REQUIREMENTS**

Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today’s dynamic work environment. Students in Computer Applications I must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the office environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

**Degree Plan**

Students are encouraged to file a degree plan with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology Department for information about filing a degree plan.

**Job Placement**

Please see the Job Placement office at your College for concerns about acquiring a job, helping with resume, etc.

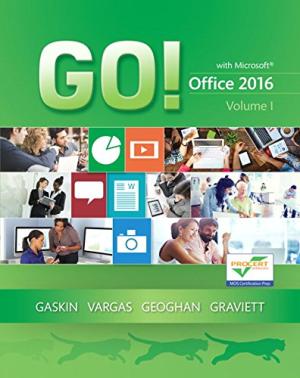
**GRADING**

**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 |

**Student Evaluation**

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

|  |  |
| --- | --- |
| Textbook Exercises/My IT Lab | 40% |
| Production Tests | 40% |
| Final Exam | 20% |

**INSTRUCTIONAL MATERIALS**

* ***Go! With Microsoft Office 2016, Volume 1***, Fourth Custom Edition, Authors: Shelly Gaskin, Alicia Vargas, and Carolyn McLellan; Publisher: Pearson Education Inc. as Prentice Hall; ISBN: 978-0-13-432077-9
* Access to MYITlab. All assignments will be completed and submitted through MyITLab. Access is required. Each student will have a 14-day temporary access so that work can begin immediately. **You must purchase the access code to MYITLab prior to the end of the 14 day trial period or all work will be lost.**
* **Disclaimer:** **MYITLab** Access codes must be purchased from the HCC bookstore or directly through Pearson.  Any codes purchased from other retailers, bought from a friend, etc. will not be supported by Pearson in the event that a code does not work.  If your code was purchased at the HCC Bookstore or directly from Pearson, Pearson will work to resolve your issue with proof of purchase from either the HCC Bookstore or from Pearson.

**STUDENT INFORMATION**

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

**HCC COURSE WITHDRAWAL AND ATTENDANCE POLICY**

As of Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

Students should check HCC’s Academic Calendar by Term for drop/withdrawal dates and deadlines. If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center: http://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG

**Class Attendance**

Attendance: Students are expected to attend all classes and labs regularly. Students are responsible for [any and all] materials covered during their absences, and it is the student’s responsibility to consult with the professors for make-up assignments. A student may be dropped from a course for excessive absences in excess of 12.5% of the hours of instruction. For example: For a three-credit hour lecture, a student may be dropped after six hours of absence. HCCS professors cannot assign a “W” for any student after the official withdrawal date. **It is the student’s responsibility to drop a class if not passing, your instruction will not drop you unless you “authorize” him or her to do so!!!** If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course.

**Early Alert**

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

**International Students**

Contact the International Student Office if you have questions about your visa status.

**STUDENTS WITH DISABILITIES**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.

**DISABILITY SUPPORT SERVICES OFFICES**:

System: 713.718.5165

Central: 713.718.6164—also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

**ONLINE TUTORING**

HCC provides free online tutoring in writing, math, science, and other subjects. How to access ASKOnline: Click on the Ask Online button in the upper right corner of the Blackboard course listings page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

**ACADEMIC DISHONESTY**

You are expected to be familiar with the College’s Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

* Copying from another students’ test paper;
* Using materials not authorized by the person giving the test;
* Collaborating with another student during a test without authorization;
* Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
* Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to [http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf](http://www.hccs.edu/district/students/student-handbook/).

**Repeat Course Fee**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**Classroom Behavior**As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor to achieve this critical goal.

**NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with Ms. Willie Caldwell, Department Chair, at 713-718-7807 or Room N109, Scarcella Building.**