POFI 1301—Computer Applications I
#14729
M-W / 10:30 AM – 1:00 PM

3 credit hours (2 lecture, 3 lab)
80 hours per semester – 16 weeks (Regular Term)

SCANS Competencies Included

INSTRUCTOR: Louis Etta Smith

INSTRUCTOR CONTACT INFORMATION:
Phone: 713.718.8544
E-mail: etta.smith@hccs.edu

OFFICE LOCATION AND HOURS
Call or e-mail to make an appointment

FINAL EXAM: Dec. 7, 2016

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: October 28, 2016, by 4:30 p.m.

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.
4. Demonstrate basic proficiency in commonly used applications.

**LEARNING OBJECTIVES**
The student will:
1.1 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

**16 WEEKS / WEEKLY ASSIGNMENTS SPRING 2014**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TEXTBOOK CHAPTERS</th>
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<tbody>
<tr>
<td></td>
<td><strong>Microsoft Office 2016 (Word, Excel, Access, PowerPoint)</strong></td>
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<td><strong>MY IT LAB for Office 2016</strong> will be available during this semester!</td>
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#### WEEK 1
**Chapter 1**
- Instructor, students, etc.
- **Getting Started with Windows 10**, p. 1,
  - 1. Project 1A
  - 2. Project 1B
  - End of Chapter, p. 75
  - Glossary, p. 77
  - Chapter Review, 1C and 1D, p. 81
  - Content Based Assessments, 1E and 1F, p. 87

#### WEEK 2
**Chapter 1**
- **Introduction to Microsoft Office 2016 Features**
  - 1. Project 1A, p. 95
  - 2. Project 1B, p. 115
  - Glossary, p. 145

#### DIRECTIONS: Complete Projects A, B, E, and F for each chapter of Word, Excel, Access, and PowerPoint.

### Introduction to Microsoft Word 2016

#### WEEK 3
**Word Chapter 1**
- **Creating Documents with Microsoft Word 2016**
  - 1. Project 1A/Flyer (Objectives 1-4), p. 151
  - 2. Project 1B/ (Objectives 5-8), p. 173
  - 3. Project 1E, p. 205
  - 4. Project 1F, p. 207

#### WEEK 4
**Word Chapter 2**
- **Creating Cover Letters and Using Tables to Create Resumes**
  - 1. Project 2A/Resume (Objectives 1-3)
  - 2. Project 2B/Cover Letter, Reference List, and Envelope (Objectives 4-7)
  - 3. Project 2E, p. 263
  - 4. Project 2F, p. 265
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<tr>
<th>WEEK</th>
<th>TEXTBOOK CHAPTERS</th>
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<tbody>
<tr>
<td>5</td>
<td>Chapter 3</td>
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<tr>
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<td>Creating Research Papers, Newsletters, and Merged Mailing Labels</td>
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<td>1. Project 3A/Research Paper (Objectives 1-4), GO! With Office Web Apps</td>
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<td>2. Project 3B/Newsletter with Mailing Labels (Objectives 5-7), GO! With Office Web Apps, GO! With Microsoft Office 365</td>
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<td>3. Project 3E</td>
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<td>4. Project 3F</td>
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<td>TEST 1 (WORD 2016)</td>
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<td>Excel Chapter 1</td>
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<td>Creating a Worksheet and Charting Data</td>
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<td>1. Project 1A/Sales Report with Embedded Column Chart and Sparklines (Objectives 1-6), GO! With Office Web Apps</td>
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<td>2. Project 1B/Inventory Valuation (Objectives 7-11), GO! With Office Web Apps, GO! With Microsoft Office 365</td>
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<td>3. Project E</td>
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<td>4. Project F</td>
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<td>Excel Chapter 2</td>
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<td>Using Functions, Creating Tables, and Managing Large Workbooks</td>
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<td>1. Project 2A/Inventory Status Report (Objectives 1-6), GO! With Office Web Apps</td>
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<td>2. Project 2B/Weekly Sales Summary (Objectives 7-12), GO! With Office Web Apps, GO! With Microsoft Office 365</td>
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<td>3. Project 2E</td>
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<td>4. Project 2F</td>
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<td>Excel Chapter 3</td>
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<td>Analyzing Data with Pie charts, Line Charts, and What-If Analysis Tools</td>
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<td>1. Project 3A/Enterprise Fund Pie Chart (Objectives 1-4), GO! With Office Web Apps</td>
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<td>2. Project 3B/Tourism Spending Projection with Line Chart (Objectives 5-7), GO! With Office Web Apps, GO! With Microsoft Office 365</td>
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<td>3. Project 3E</td>
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<td>4. Project 3F</td>
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<td>TEST 2 (EXCEL 2016)</td>
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<td>Access Chapter 1</td>
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<td>Getting Started with Access 2016</td>
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<td>1. Project 1A/Student Advising Database with Two Tables (Objectives 1-5), GO! With Office Web Apps</td>
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<td>2. Project 1B/Student Workshops Database (Objectives 6-9), GO! With Office Web Apps, GO! With Microsoft Office 365</td>
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<td>3. Project E</td>
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<td>4. Project F</td>
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<td>WEEK</td>
<td>TEXTBOOK CHAPTERS</td>
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<td>11</td>
<td><strong>Access</strong>&lt;br&gt;Chapter 2</td>
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<td>12</td>
<td><strong>Access</strong>&lt;br&gt;Chapter 3</td>
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<td>13</td>
<td><strong>PowerPoint</strong>&lt;br&gt;Chapter 1</td>
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<tr>
<td>14</td>
<td><strong>PowerPoint</strong>&lt;br&gt;Chapter 2</td>
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<td>WEEK</td>
<td>TEXTBOOK CHAPTERS</td>
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<td>15</td>
<td><strong>PowerPoint</strong> Chapter 3</td>
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|      | **Enhancing a Presentation with Animation, Video, Tables, and Charts**  
|      | 1. Project 3A/Informational Presentation (Objectives 1-3), GO! With Office Web Apps  
|      | 2. Project 3B/Summary and Analysis Presentation (Objectives 4-5), GO! With Office Web Apps, GO! With Microsoft Office 365  
|      | 3. Project 3E  
|      | 4. Project 3F  

| 16   | **Integrated Projects** (If time permits)  
|      | Chapter 1 Integrating Word, Excel, Access, and Power Point, 1A State Sales, Objectives 1,2,3,4; Project 1B Taos Welcome, Objectives 5,6,7,8  
|      | TEST 4 (POWERPOINT 2016)  
|      | **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. You will receive minus points on work submitted late! Student should not exceed 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tr>
<td>A-Excellent</td>
<td>90-100</td>
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<tr>
<td>B-Good</td>
<td>80-89</td>
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<tr>
<td>C-Fair</td>
<td>70-79</td>
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<tr>
<td>D-Passing</td>
<td>60-69</td>
</tr>
<tr>
<td>F-Failure</td>
<td>0-59</td>
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</tbody>
</table>

Student Evaluation

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

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<tbody>
<tr>
<td>Textbook Exercises/MyITLab</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Production Tests</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

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.
- One USB Flash Drive, folders, writing pad, pens, pencils, highlighter, stapler and staples, paper clips, scissors, magnifying glass (if needed), etc.

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.

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go the button at the top right that says Login and enter your student number.

**ONLINE TUTORING**

HCC provides free online tutoring in writing, math, science, and other subjects. How to access ASK Online: 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/](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://distance.hccs.edu/de-counseling/DE_student_handbook.htm.

**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.