POFI 1341-100 (21127)—Computer Applications II

3 credit hours (2 lecture, 3 lab)
80 hours per semester

SCANS Competencies Included

INSTRUCTOR: Mrs. Jo Ann Sherman

INSTRUCTOR CONTACT INFORMATION:
Phone: 713-942-1430
E-mail: jo.sherman@hccs.edu

OFFICE LOCATION AND HOURS - ROOM 119 T, TH, F (12:15PM-2:00PM) please make an appointment

FINAL EXAM: May 9, 2017; Noon – 2:00PM

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: March 28, 2017

COURSE DESCRIPTION
Students apply advanced technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

COURSE PREREQUISITES
POFI1301

PROGRAM LEARNING OUTCOMES
• The student will be able to implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education.
• The student will be able to apply technical skills to address business applications of emerging technologies.
• The student will be able to create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.
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. Use Microsoft Office applications to create integrated projects using Word, Excel, PowerPoint and Access.
2. Complete documents and projects under timed production conditions.
3. Create documents used to analyze data and make business decisions.
4. Demonstrate intermediate to advanced 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 Use styles and create multilevel lists and charts
3.1 Use advanced table features such as custom table styles, sort, and properties
4.1 Create a custom table that includes a nested table and an Excel spreadsheet
4.2 Create reusable content and construct a document from building blocks and theme templates, and use the markup tool
4.3 Collaborate with others to edit, review and finalize a document
4.4 Use financial and lookup functions, define names, validate data and audit worksheets to create business documents for making management decisions
4.5 Automate workbooks to look up information automatically and to validate data.
4.6 Create charts, diagrams and templates in Excel
4.7 In Access customize forms and reports
4.8 In Access enhance tables and queries
4.9 In PowerPoint create templates, publish, compare, combine and protect presentations
4.10 In PowerPoint apply advanced graphic techniques and inserting audio and video
4.11 In PowerPoint deliver a presentation

**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 1341—COMPUTER APPLICATIONS II

#### 18 WEEKS / WEEKLY ASSIGNMENTS SPRING 2016

Syllabus may be subject to change. Professor will notify students

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>EXCEL</strong></td>
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</tr>
<tr>
<td>1</td>
<td><strong>Excel Ch4</strong> - Use Financial and Lookup Functions, Define Names, Validate Data, and Audit Worksheets</td>
<td>Videos 1-4/Simulation/PreAssessment Flipboard Vocabulary Project 4A Videos 5-8/Simulation/PreAssessment Project 4B</td>
<td>Sun @ midnight Before 1st Class EOC day 1 Before 2nd Class EOC day 2</td>
</tr>
<tr>
<td>2</td>
<td><strong>Excel Ch5</strong> - Managing Large Workbooks and Using Advanced Sorting and Filtering</td>
<td>Videos 1-4/Simulation/PreAssessment Flipboard Vocabulary Project 5A Videos 5-7/Simulation/PreAssessment Project 5B</td>
<td>Sun @ midnight Before 1st Class EOC day 1 Before 2nd Class EOC day 2</td>
</tr>
<tr>
<td>3</td>
<td><strong>Excel Ch6</strong> - Creating Charts, Diagrams, and Templates</td>
<td>Videos 1-4/Simulation/PreAssessment Flipboard Vocabulary Project 6A Videos 5-7/Simulation/PreAssessment Project 6B</td>
<td>Sun @ midnight Before 1st Class EOC day 1 Before 2nd Class EOC day 2</td>
</tr>
<tr>
<td>4</td>
<td>Excel Summary Review</td>
<td>Excel Project</td>
<td>Day 1</td>
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</table>

| **EXCEL TEST** |
| **Day 2** |

| **Word** |
| 5 | **Word Chapter 4** - Using Styles and Creating Multilevel Lists and Charts | Videos 1-4/Simulation/PreAssessment Flipboard Vocabulary Project 4A Videos 5-8/Simulation/PreAssessment Project 4B | Sun @ midnight Before 1st Class EOC day 1 Before 2nd Class EOC day 2 |
| 6 | **Word Chapter 5** - Using Advanced Table Features | Videos 1-4/Simulation/PreAssessment Flipboard Vocabulary Project 5A Videos 5-7/Simulation/PreAssessment Project 5B | Sun @ midnight Before 1st Class EOC day 1 Before 2nd Class EOC day 2 |
| 7 | **Word Chapter 6** - Building Documents from Reusable Content and Using Markup Tools | Videos 1-3/Simulation/PreAssessment Flipboard Vocabulary Project 6A Videos 4-6/Simulation/PreAssessment Project 6B | Sun @ midnight Before 1st Class EOC day 1 Before 2nd Class EOC day 2 |
| 8 | Word Summary Review | Word Project | Day 1 |

| **WORD TEST** |
| **Day 2** |

<p>| <strong>SPRING BREAK</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>10</td>
<td><strong>PowerPoint Chapter 4</strong> - Creating Templates and Reviewing, Publishing, Comparing, Combining, and Protecting Presentations</td>
<td>Videos 1-2/Simulation/PreAssessment&lt;br&gt;Flipboard Vocabulary&lt;br&gt;Project 4A&lt;br&gt;Videos 3-6/Simulation/PreAssessment&lt;br&gt;Project 4B</td>
<td>Sun @ midnight&lt;br&gt;Before 1st Class&lt;br&gt;EOC day 1&lt;br&gt;Before 2nd Class&lt;br&gt;EOC day 2</td>
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<tr>
<td>11</td>
<td><strong>PowerPoint Chapter 5</strong> - Applying Advanced Graphic Techniques and Inserting Audio and Video</td>
<td>Videos 1-5/Simulation/PreAssessment&lt;br&gt;Flipboard Vocabulary&lt;br&gt;Project 5A&lt;br&gt;Videos 6-8/Simulation/PreAssessment&lt;br&gt;Project 5B</td>
<td>Sun @ midnight&lt;br&gt;Before 1st Class&lt;br&gt;EOC day 1&lt;br&gt;Before 2nd Class&lt;br&gt;EOC day 2</td>
</tr>
<tr>
<td>12</td>
<td><strong>PowerPoint Chapter 6</strong> - Delivering a Presentation</td>
<td>Videos 1-3/Simulation/PreAssessment&lt;br&gt;Flipboard Vocabulary&lt;br&gt;Project 6A&lt;br&gt;Videos 4-6/Simulation/PreAssessment&lt;br&gt;Project 6B</td>
<td>Sun @ midnight&lt;br&gt;Before 1st Class&lt;br&gt;EOC day 1&lt;br&gt;Before 2nd Class&lt;br&gt;EOC day 2</td>
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<tr>
<td>13</td>
<td><strong>PowerPoint Summary Review</strong></td>
<td>PowerPoint Project</td>
<td>Day 1</td>
</tr>
<tr>
<td>14</td>
<td><strong>Access Chapter 4: Enhancing Tables</strong></td>
<td>Videos 1-4/Simulation/PreAssessment&lt;br&gt;Flipboard Vocabulary&lt;br&gt;Project 4A&lt;br&gt;Videos 5-8/Simulation/PreAssessment&lt;br&gt;Project 4B</td>
<td>Sun @ midnight&lt;br&gt;Before 1st Class&lt;br&gt;EOC day 1&lt;br&gt;Before 2nd Class&lt;br&gt;EOC day 2</td>
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<tr>
<td>15</td>
<td><strong>Access Chapter 5: Enhancing Queries</strong></td>
<td>Videos 1-5/Simulation/PreAssessment&lt;br&gt;Flipboard Vocabulary&lt;br&gt;Project 5A&lt;br&gt;Videos 6-10/Simulation/PreAssessment&lt;br&gt;Project 5B</td>
<td>Sun @ midnight&lt;br&gt;Before 1st Class&lt;br&gt;EOC day 1&lt;br&gt;Before 2nd Class&lt;br&gt;EOC day 2</td>
</tr>
<tr>
<td>16</td>
<td><strong>Access Chapter 6: Customizing Forms and Reports</strong></td>
<td>Videos 1-4/Simulation/PreAssessment&lt;br&gt;Flipboard Vocabulary&lt;br&gt;Project 6A&lt;br&gt;Videos 5-8/Simulation/PreAssessment&lt;br&gt;Project 6B</td>
<td>Sun @ midnight&lt;br&gt;Before 1st Class&lt;br&gt;EOC day 1&lt;br&gt;Before 2nd Class&lt;br&gt;EOC day 2</td>
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**STARR – English (Tue. - March 29)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read</th>
<th>Assignments</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>17</td>
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<tr>
<td>18</td>
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**LAST ACCEPTED DATE FOR ASSIGNMENTS**

**Videos/Simulations/PreAssessment** – Tuesday at midnight of the week they are assigned. These assignments are designed to give students prior knowledge of the skills reinforced in class, and to assess the students’ mastery for individualized instruction. The effectiveness is voided if not completed on-time. Therefore students will only **receive a 50 if turned in late.**

**Projects A & B** – Saturday at midnight of the week they are assigned.
**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! Work submitted after the last accepted date will receive a grade of (0) zero. When you are absent, you must turn in work required upon your return.

**(SEOI’S / STUDENT EVALUATION OF INSTRUCTION FORMS--NO LONGER WILL BE USED):**

EGLS₃ -- Evaluation for Greater Learning Student Survey System – Student will take the week before finals
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 II 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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<tbody>
<tr>
<td>A-Excellent</td>
<td>90-100</td>
</tr>
<tr>
<td>B-Good</td>
<td>80-89</td>
</tr>
<tr>
<td>C-Fair</td>
<td>70-79</td>
</tr>
<tr>
<td>D-Passing</td>
<td>60-69</td>
</tr>
<tr>
<td>F-Failure</td>
<td>0-59</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Exercises/My IT Lab</td>
<td>35%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Production Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL MATERIALS


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 Spring 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 (4 classes). Students considered absent if you miss more than 30 minutes of class.

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/studentservices/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf.

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 Spring 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.
CELLPHONE POLICY
Student is NOT allowed to use cellphone without permission. All emergency calls should be directed to the front office by calling 713-942-1430.

1st Warning – Student will be asked to put phone away.

2nd Warning – Instructor will collect phone and a $15 fee will be collected by the Dean for return.

COMPUTER USAGE IN CLASS
All students are required to bring their HISD POWER-UP laptops to school every day in the computer case and fully charged. Failure to do so may result in an complete in-class assignment including tests.

APPROPRIATE USE POLICY FOR ELECTRONIC SERVICES FOR STUDENTS PRIVACY—Network storage areas may be treated like school lockers. Network administrators may review communications to maintain system integrity to ensure that students are using the system responsibly. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of HISD may request the system administrator to deny, revoke, or suspend specific user accounts.

Storage capacity—Users are expected to remain within allocated disk space and delete email or other material which take up excessive storage space.

Illegal copying—Students shall never download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the Network Administrator. Nor should students copy other people’s work or intrude into other people’s files.

Inappropriate materials or language—No profane, abusive or impolite language shall be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. A good rule to follow is never view, send, or access materials which you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it their teacher immediately.

These are rules to follow to prevent the loss of HISD/HCC network privileges.

• Do not use a computer to harm other people or their work.
• Do not damage the computer or the network in any way.
• Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
• Do not violate copyright laws.
• Do not view, send, or display offensive messages or pictures.
• Do not share your password with another person or offer access to any person via your account.
• Do not reveal your personal address or phone numbers or those of other students or colleagues.
• Do not waste limited resources such as disk space or printing capacity.
• Do not trespass in another’s folders, work, or files.
• Do notify an adult immediately, if by accident, you encounter materials which violate the rules of appropriate use.
• BE PREPARED to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated. The HISD Code of Student Conduct addresses the consequences for violations.

The use of the Internet is an integral part of learning and teaching. It is important that students know where and how to find content relative to their needs and gain skills for collaboratively constructing, using, and communicating knowledge.