POFT 1370 – Introduction To Office Technology
CRN: 32974 (RT Term/16 Weeks)
Location: Class meets online
Credit: 3 (3 lecture) 16 weeks

INSTRUCTOR: Leo Radford

INSTRUCTOR CONTACT INFORMATION:
Phone: (713) 718-5545
E-mail: leo.radford@hccs.edu

OFFICE LOCATION AND HOURS:
It is the student’s responsibility to seek the assistance of the instructor if they are in need of further assistance beyond what is provided during the course time. In addition to monitoring their own progress, such as grades, during the course to assure they are meeting the grading criteria for passing.

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: Monday, April 1, 2013 at 4:30 p.m. Verify in College Schedule Page.

INSTRUCTIONAL MATERIALS
- Two 1.0 GB or greater USB Flash Drives

COURSE DESCRIPTION
Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. An introduction to present and future resources used to facilitate handling of office information. Study will be made of equipment applications and procedures, terminology and environmental factors affecting productivity, and career paths.

COURSE PREREQUISITE
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

1. Students will develop and expand skills that will contribute to their success as an administrative professional.
2. Students will identify current events and implement lifelong learning projects in today’s experiences.
3. Students will work to implement and use present and future resources used to facilitate the handling of office information systems.
4. Students will apply knowledge to equipment applications and procedures, terminology and environmental factors affecting productivity, and career paths.

16 WEEK COURSE CALENDAR

WEEK ONE:
Orientation
Biography

PART I: The Workplace and You
Chapter 1: Entering the Workforce
Discussion / Activities / Projects

WEEK TWO
Chapter 2: Becoming a Professional
Discussion / Activities / Projects

WEEK THREE
Chapter 3: Managing and Organizing Yourself
Discussion / Activities / Projects
Assessment – Part I (Understanding the Ever-Changing Workplace)

WEEK FOUR
PART II: The Workplace Environment
Chapter 4: Working Ethically
Discussion / Activities / Projects

WEEK FIVE
Chapter 5: Understanding the Workplace Team
Discussion / Activities / Projects
WEEK SIX
Chapter 6: Developing Customer Focus
Assessment – Part II (Mastering Technology)

WEEK SEVEN
PART III – Communication-The Key to Success
Chapter 7: Improving Communication Skills
Discussion / Activities / Projects

SPRING BREAK MARCH 11-17, 2013

WEEK EIGHT
Chapter 8: Developing Presentations Skills
Discussion / Activities / Projects
Assessment – Part III (Succeeding in the Work Environment)

WEEK NINE
Chapter 9: Handling Telecommunications
Discussion / Activities / Projects

WEEK TEN
Chapter 10: Planning Meetings and Events
Discussion / Activities / Projects
Assessment – Part III (Succeeding in the Work Environment)

WEEK ELEVEN
PART IV – Records Management, Travel, and Finances
Chapter 11: Managing Records
Discussion / Activities / Projects

WEEK TWELVE
Chapter 12: Handling Mail and Retaining Records
Discussion / Activities / Projects

WEEK THIRTEEN
Chapter 13: Coordinating Business Travel
Discussion / Activities / Projects
Assessment – Part IV (Handling Records, Mail & Travel)

WEEK FOURTEEN
Chapter 14: Understanding Financial Responsibilities
Discussion / Activities / Projects

WEEK FIFTEEN
Chapter 15: Seeking Employment
Chapter 16: Leading with Confidence
Discussion / Activities / Projects
Assessment – Part V (Planning and Managing Your Career)
INSTRUCTIONAL METHODS
POFT 1392 is a required course for certain Business Technology certificates and AAS degrees.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning office technology, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

As a student wanting to learn about office technology, it is student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class.

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

Instructional Materials  HCCS Policies  Class Attendance
Student Evaluations  Weekly Schedule  Scans
Course Description  Course Goals  Course Requirements

PLEASE PRINT A COPY OF YOUR SYLLABUS

LATE ASSIGNMENTS
Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments will only be accepted at the discretion of the instructor.

Instructions for submitting assignments:
1. All assignments must be submitted under the proper thread/tab for credit.
2. Do not attach files to the Discussion postings.
3. On each document submitted, place a header/footer before submission. Your name, date, and the name of the assignment should be the contents for the header/footer. If these items are not on your header/footer, points will also be deducted. Click on view from the pull down menu, and go to header/footer, type your information as requested, then click ok.
4. Assignments that are late, 10% will be deducted per date. NO assignments will be accepted after 3 days. If you know in advance that your assignment will be late, contact the instructor.
5. Please communicate with me through Eagle email when possible.
6. I will check Eagle email daily and respond within a 24-36 hour period, Monday through Friday. I do read email on the weekends, but may not have an opportunity to respond. Saturday and Sunday will be days that I will spend away from the electronic classroom.
7. In the event that the server is unavailable (and documented), you will not be held responsible for late assignments.
NOTE TO THE STUDENT
If you have any questions or concerns about the course and/or course assignments, please contact me via Eagle email so that we can resolve any issues. I will respond to your email within 24-48 hours. If you are experiencing technical difficulties with the course, please contact immediately Eagle Online Helpdesk at 713 718-2000 option 4 - option 2 - option 3.

INSTRUCTOR REQUIREMENTS
As student instructor, it is my responsibility to:
Provide the grading scale and detailed grading formula explaining how student grades are to be derived
  · Facilitate an effective learning environment through class activities, discussions, and lectures
  · Description of any special projects or assignments
  · Inform students of policies such as attendance, withdrawal, tardiness and make up
  · Provide the course outline and class calendar which will include a description of any special projects or assignments
  · Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to:
  · Attend class and participate in class activities
  · Read and comprehend the textbook
  · Complete the required assignments and exams on time:
  · Ask for help when there is a question or problem
  · Complete the field study with a 70% passing score

PROGRAM/DISCIPLINE REQUIREMENTS
Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today’s dynamic work environment. Distance Education students in Office Technology must be able to budget their time and perform class-related activities as assigned on a weekly basis. Students also perform various general activities as well as workbook activities related to Office Technology.

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.

VIRTUAL CAREER CENTER
The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college
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>
</tr>
</thead>
<tbody>
<tr>
<td>A - Excellent</td>
<td>100-90</td>
</tr>
<tr>
<td>B - Good</td>
<td>89-80</td>
</tr>
<tr>
<td>C - Fair</td>
<td>79-70</td>
</tr>
<tr>
<td>D - Passing</td>
<td>69-60</td>
</tr>
<tr>
<td>F - Failure</td>
<td>59 and below</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>Projects and Critical Thinking Activities / Class Participation/ Discussion Items/Homework Assignments</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

STUDENT INFORMATION
The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: http://de.hccs.edu/de/de-student-handbook.

CLASS ATTENDANCE
As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their Eagle class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Eagle and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their Eagle class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count as attendance.

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.
LIBRARY RESOURCES
As a DE student you have the same access to first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to get their research rolling. Visit Library Resources specifically for Distance Education students.

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:
1. Copying from another students’ test paper;
2. Using materials not authorized by the person giving the test;
3. Collaborating with another student during a test without authorization;
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
5. 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 mean 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.

CLASSROOM BEHAVIOR
As student instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Student 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, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

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 Introduction to Office Technology 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, and 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.