HCC | HOUSTON COMMUNITY COLLEGE

https://www.hccs.edu/resources-for/current-students/communicable-diseases/
Business Center of Excellence
Business Technology Department
https://www.hccs.edu/programs/areas-of-study/business/business-technology/

POFI 1301: Computer Applications I| Lecture/Lab| CRN# 23388
Semester | **12** Weeks | (09.20.2021 – 12.12.2021)
Online
3 Credit Hours | **80** hours per semester

Instructor Contact Information

Instructor: Lisa Eason
Office: Online

Office Phone: 713-718-7808
Office Hours: Office hours are available upon request

HCC Email: lisa.eason@hccs.edu
Office Location:

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's Preferred Method of Contact
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 your concerns and just to discuss course topics.*

What's Exciting About This Course
 Overview of computer applications including current terminology and technology. Introduction to computer hardware, software applications, and procedures. The student will identify the components of a computer system and demonstrate basic proficiency in commonly used applications. Hands-on overview of computer applications which run under windows environment on PC compatible platform, including current terminology and technology.   Introduction to computer software applications and procedures.

My Personal Welcome

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. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by email at lisa.eason@hccs.edu. The best way to really discuss issues is in person and I'm available during posted office hours to tackle the questions. My goal is for you to walk out of the course with a better understanding of keyboarding. So please visit me or contact me by email whenever you have a question.

Important Dates to Note
Withdrawal date   10/30/2020
Day of Record   9/9/2020
Final Exam   Dec 6 – 9, 2021

Prerequisites
POFI 1301 requires college-level reading and writing skills. Please carefully read and consider the repeater policy in the HCCS Student Handbook.

Canvas Learning Management System
This section of **POFI 1301** will use Eagle Online Canvas (https://eagleonline.hccs.edu) for class assignments, exams, and other activities. **<< Insert here more specific information about how you expect students to use Canvas. Include information about scoring rubrics for assignments, samples of class assignments, and other information to assist students in the course. >>**

HCCS Open Lab locations may be used to access the Internet and Canvas. It is recommended that you **USE FIREFOX OR CHROME AS THE INTERNET BROWSER**.

HCC Online Information and Policies
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: http://www.hccs.edu/online/

Scoring Rubrics, Sample Assignments, etc.
Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. https://eagleonline.hccs.edu/login/ldap

Instructional Materials
Textbook Information
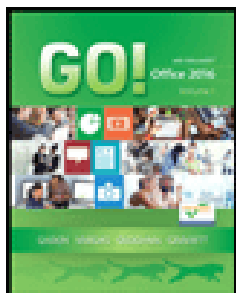
Do not purchase a book or access code for this course. You have already paid for your course materials through the registration process. The cost of digital course materials for this class were included in your student bill and are guaranteed to be the lowest cost available to purchase your required materials. Your course materials for this class will be accessed digitally through Eagle Online Canvas site. NO other purchase is necessary. For students who wish to have a printed copy of the text an optional print copy is available for purchase at the Houston Community College Bookstore at Central Campus.

"GO! With Microsoft Office 2016 - Volume 1"
Gaskin/Ferrett/Vargas/McLellan

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

POFI 1301 is an overview of computer office applications including current terminology and technology. It is also an introduction to computer hardware, software applications, and procedures.

Secretary's Commission on Achieving Necessary Skills (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 **Computer Applications I** 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:

<u>Basic Skills</u> - 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.

<u>Thinking Skills</u> - 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.

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

Program Student Learning Outcomes (PSLOs)
1. The student will be able to read, listen, speak, and write proficiently.
2. The student will be able to apply keyboarding and document processing skills to specific office applications.
3. 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.
4. The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

Course Student Learning Outcomes (CSLOs)
Upon completion of **POFI 1301**, the student will be able to:
1. Identify the components of a computer system; and perform common tasks used in applications.
2. Demonstrate basic proficiency using commonly used applications and computer system components and functions.
3. Demonstrate Internet skills.
4. Demonstrate technical computer based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software.

Learning Objectives
1.1. Sign in and out of Windows
1.2   Use File Explorer
1.3   Identify the Functions of Windows
1.4   Manage Files and Folders
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 Insert and format graphics in Word
4.2 Create a table in Word
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 Create a query, form and report in Access
4.9 Create a presentation in PowerPoint
4.10 Format slide elements in PowerPoint
4.11 Insert and format pictures and shapes in PowerPoint

Student Success

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. Students also perform various general activities related to **Computer Applications I**.

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Successful completion of this course requires a combination of the following:
- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your 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 learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to**:**
- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignment

All assignments (MyITLab, quizzes and exams) will be accessed through CANVAS. Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that you will need to remember for mastery skills related to this course. Assignments will consist of Simulation Trainings, Simulation Exams, Homework Exercises, Chapter Quizzes, and Discussion Questions.

Simulation Training

There are 24 Simulation Training exercises. With Simulation Training activities, you can use Learning Aids designed to instruct, demonstration and guide you through the learning process of how to do each exercise. You will have 3 attempts. Your highest score will be recorded by the training software MyItlab.

Simulation Training makes up 20% of your grade.

Simulation Exams

There are 24 Simulation Exam. After each Simulation Training, I recommend that you take the exam. This is not a chapter exam but rather a project exam to assist you in understanding how to complete the tasks without the assistance of the learning aids. You have 3 attempts to take the exam. Your highest score will be recorded by the training software MyItlab. DO NOT click onto the exam until you are ready to take it. Every time you click on the exam, it will be counted as an attempt.

Simulation Exams makes up 20% of your grade.

Homework Exercises

There are 12 homework exercises. They will be submitted and graded through MyItlab.

Homework Exercises makes up 15% of your grade.

Discussion Questions

There are 5 Discussion Questions. Some sections may have multiple questions which will require multiple responses. You will not be able to view other students' posts until after you have submitted your post. You are required to respond to at least two other students' posts.

Discussion Questions makes up 10% of your grade.

Exams

These will be end of chapter quizzes to test your knowledge of the materials. There are 24 chapter quizzes. The chapter quizzes will be made available to you on the last day that the project is due. For Online Students, the Chapter tests are open book. For Faceto-Face Instructions, the tests are closed book.

Chapter Quizzes makes up 10% of your grade.

In-Class Activities

In-class activities will consist of simulation trainings and simulation exams.

Final Exam

The Final Exam will consist of two parts. Part One will consist of 50 questions worth 1 point each. They will cover all of the seven (7) modules. Part Two will be an assigned assignment administered the day of the final. Final Exam makes up 25% of your grade.

Students who do not take the exam within the time allotted, will not have an opportunity to make-up the exam. Any student who does not take the final exam grade of zero.

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

Grade	Points
A	100- 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below
FX	Failure due to non-attendance
W	Withdrawn
I	Incomplete

Incomplete Policy:
 The grade of "I" (Incomplete) is conditional. A student receiving an "I" must arrange with the instructor to complete the course work within six months of the end of the incomplete term. After the deadline, the "I" becomes an "F." Upon completion of the coursework, the grade will be entered as I/grade on the student transcript. All "I"s must be changed to grades prior to graduation. In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

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

Simulation Training	20%
Simulation Exams	20%
Homework	15%
Discussion Questions	10%
Chapter Quizzes	10%
Final Exam	25%
TOTAL	100%

HCC Grading Scale can be found on this site under Academic Information:
http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar

Week	Dates	Topic/What's due
	Sept 20 – Oct 20, 201	**Creating Documents with Microsoft Word 2016** **Word 1 (Project 1A)** **Flyer** Task 1-Create a New Document and Insert Text; Task 2-Insert and Format Graphics; Task 3-Insert and Modify Text Boxes and Shapes; Task 4-Preview and Print a Document. Simulation Training and Exam. *Project Test **Word 1 (Project 1B)** **Information Handout** Task 5-Change Document and Paragraph Layout; Task 6-Create and Modify Lists; Task 7-Set and Modify Tab Stops; Task 8-Insert a SmartArt Graphic and an Online Video Simulation Training and Exam. **Assignment:** Homework Assignment: WD Ch1 Grader Project 1A: Flyer *Project Test
	Sept 20 – Oct 20, 2021	**Creating Cover Letters and Using Tables to Create Resumes** **Word 2 (Project 2A)** **Resume** Task 1-Create a Table; Task 2-Format a Table; Task 3-Present a Word Document Online Simulation Training and Exam. *Project Test **Word 2 (Project 2B)** **Cover Letter and Envelope** Task 4-Create a Custom Word Template; Task 5-Correct and Reorganize Text; Task 6-Use the Proofing Options and Print an Envelope Simulation Training and Exam. **Assignments:** Homework Assignment: WD Ch2 Grader Project 2A: Resume Homework Assignment: WD Ch2 Grader Project 2B: Cover letter *Project Test t

	Sept 20 – Oct 20, 2021	**Creating Research Papers, Newsletters, and Merged Mailing Labels** **Word 3 (Project 3A)** **Research Paper** Task 1-Create a Research Paper; Task 2-Insert Footnotes in a Research Paper; Task 3-Create Citations and a Bibliography in a Research Paper; Task 4-Use Read Mode and PDF Reflow Simulation Training and Exam Project Quiz. **Word 3 (Project 3B)** **Newsletter with Optional Mailing Labels** Task 5-Format a Multiple-Column Newsletter; Task 6-Use Special Character and Paragraph Formatting; Task 7-Create Mailing Labels Using Mail Merge Simulation Training and Exam. *Project Test **Assignment:** Homework Assignment: WD Ch3 Grader Project 3G: Newsletter and Research Paper *Project Test
	Sept 20 – Oct 20, 2021	**Creating a Worksheet and Charting Data** **Excel 1 (Project 1A)** **Sales Report with Embedded Column Chart and Sparklines** Task 1-Create, Save, and Navigate an Excel Workbook; Task 2-Enter Data in a Worksheet; Task 3-Construct and Copy Formulas and Use the SUM Function; Task 4-Format Cells with Merge & Center, Cell Styles, and Themes; Task 5-Chart Data to Create a Column Chart and Insert Sparklines; Task 6-Print a Worksheet, Display Formulas, and Close Excel Simulation Training and Exam. *Project Test **Excel 1 (Project 1B)** **Inventory Valuation** Task 7-Check Spelling in a Worksheet; Task 8-Enter Data by Range; Task 9Construct Formulas for Mathematical Operations; Task 10-Edit Values in a Worksheet; Task 11-Format a Worksheet Simulation Training and Exam **Assignment:** Homework Assignment: XL Ch1 Grader Project 1A: Quarterly Sales *Project Test

	Sept 20 – Oct 20,2021	**Creating a Worksheet and Charting Data** **Excel 1 (Project 1A)** **Sales Report with Embedded Column Chart and Sparklines** Task 1-Create, Save, and Navigate an Excel Workbook; Task 2-Enter Data in a Worksheet; Task 3-Construct and Copy Formulas and Use the SUM Function; Task 4-Format Cells with Merge & Center, Cell Styles, and Themes; Task 5-Chart Data to Create a Column Chart and Insert Sparklines; Task 6-Print a Worksheet, Display Formulas, and Close Excel Simulation Training and Exam. *Project Test **Excel 1 (Project 1B)** **Inventory Valuation** Task 7-Check Spelling in a Worksheet; Task 8-Enter Data by Range; Task 9Construct Formulas for Mathematical Operations; Task 10-Edit Values in a Worksheet; Task 11-Format a Worksheet Simulation Training and Exam **Assignment:** Homework Assignment: XL Ch1 Grader Project 1A: Quarterly Sales *Project Test
	Oct 21 – Dec 9, 2021	**Using Functions, Creating Tables, and Managing Large Workbooks** **Excel 2 (Project 2A)** **Inventory Status Report** Task 1-Use Flash Fill and the SUM, AVERAGE, MEDIAN, MIN, and MAX Functions; Task 2-Move Data, Resolve Error Messages, and Rotate Text; Task 3-Use COUNTIF and IF Functions and Apply Conditional Formatting; Task 4Use Date & Time Functions and Freeze Panes; Task 5-Create, Sort, and Filter an Excel Table; Task 6-View, Format, and Print a Large Worksheet Simulation Training and Exam. *Project Test **Excel 2 (Project 2B)** **Weekly Sales Summary** Task 7-Navigate a Workbook and Rename Worksheets; Task 8-Enter Dates, Clear Contents, and Clear Formats; Task 9-Copy and Paste by Using the Paste Options Gallery; Task 10-Edit and Format Multiple Worksheets at the Same Time; Task 11-Create a Summary Sheet with Colum Sparklines; Task 12Format and Print Multiple Worksheets in a Workbook Simulation Training and Exam. **Assignment:**

		Homework Assignment: XL Ch2 Grader Project 2B: Weekly Sales *Project Test
	Oct 21 – Dec 9, 2021	**Analyzing Data with Pie Charts, Line Charts, and What-If Analysis** **Excel 3 (Project 3A)** **Tools Enterprise Fund Pie Chart** Task 1-Chart Data with a Pie Chart; Task 2-Format a Pie Chart; Task 3-Edit a Workbook and Update a Chart; Task 4-Use Goal Seek to Perform What-If Analysis Simulation Training and Exam. *Project Test **Excel 3 (Project 3B)** **Tourism Spending Projection with Line Chart** Task 5-Design a Worksheet for What-If Analysis; Task 6-Answer What-If Questions by Changing Values in a Worksheet; Task 7-Chart Data with a Line Chart Simulation Training and Exam. **Assignment:** Homework Assignment: XL Ch3 Grader Project 3A: Enterprise Fund *Project Test
	Oct 21 – Dec 9, 2021	**Access 1 (Project 1A)** **Student Advising Database with Two Tables** Task 1-Identify Good Database Design; Task 2-Create a Table and Define Fields in a Blank Desktop Database; Task 3-Change the Structure of Tables and Add a Second Table; Task 4-Create a Query, Form, and Report; Task 5-Close a Database and Close Access Simulation Training and Exam. *Project Test **Access 1 (Project 1B)** **Student Workshops Database** Task 6-Use a Template to Create a Database; Task 7-Organize Objects in the Navigation Pane; Task 8-Create a New Table in a Database Created with a Template; Task 9-Print a Report and a Table Simulation Training and Exam. **Assignment:** Homework Assignment: AC Ch1 Grader Project 1B: Student Workshops Database Project Test

	Oct 21 – Dec 9, 2021	**Access 1 (Project 1A)** **Student Advising Database with Two Tables** Task 1-Identify Good Database Design; Task 2-Create a Table and Define Fields in a Blank Desktop Database; Task 3-Change the Structure of Tables and Add a Second Table; Task 4-Create a Query, Form, and Report; Task 5-Close a Database and Close Access Simulation Training and Exam. *Project Test **Access 1 (Project 1B)** **Student Workshops Database** Task 6-Use a Template to Create a Database; Task 7-Organize Objects in the Navigation Pane; Task 8-Create a New Table in a Database Created with a Template; Task 9-Print a Report and a Table Simulation Training and Exam. **Assignment:** Homework Assignment: AC Ch1 Grader Project 1B: Student Workshops Database Project Test
	Skip Access 2 Project 2A Access 2 Project 2B Assignment	**Sort and Query a Database** **Instructors and Courses Database** Objective 1-Open and Save an Existing Database; Objective 2-Create Table Relationships; Objective 3-Sort Records in a Table; Objective 4-Create a Query in Design View; Objective 5-Create a New Query from an Existing Query; Objective 6-Sort Query Results; Objective 7-Specify Criteria in a Query Simulation Training and Exam. *Project Test **Athletic Scholarships Database** Objective 8-Speficy Numeric Criteria in a Query; Objective 9-Use Compound Criteria in a Query; Objective 10-Create a Query Based on More Than One Table; Objective 11-Use Wildcards in a Query; Objective 12-Create Calculated Fields in a Query; Objective 13-Calculate Statistics and Group Data in a Query; Objective 14-Create a Crosstab Query; Objective 15-Create a Parameter Query Simulation Training and Exam. Homework Assignment: AC Ch2 Grader Project 2E: Biology Supplies Project Test
	skip 8 Access 3 Project 3A	**Forms, Filters, and Reports** **Students and Majors Database** Objective 1-Create and Use a Form to Add and Delete Records; Objective 2-Filter Records; Objective 3-Create a Form by Using the Form Wizard; Objective 4-Modify a Form in Layout View and in Design View Simulation Training and Exam.

		*Project Test
	Access 3 Project 3B	**Job Openings Database** Objective 5-Create a Report by Using the Report Tool and Modify the Report in Layout View; Objective 6-Create a Report by Using the Report Wizard; Objective 7-Modify the Design of a Report; Objective 8-Keep Grouped Data Together in a Printed Report Simulation Training and Exam.
	Assignment	Homework Assignment: AC Ch3 Grader Project 3B: Job Openings Database Project Test
	Skip Access 3 Project 3A	**Forms, Filters, and Reports** **Students and Majors Database** Objective 1-Create and Use a Form to Add and Delete Records; Objective 2-Filter Records; Objective 3-Create a Form by Using the Form Wizard; Objective 4-Modify a Form in Layout View and in Design View Simulation Training and Exam. *Project Test
	Access 3 Project 3B	**Job Openings Database** Objective 5-Create a Report by Using the Report Tool and Modify the Report in Layout View; Objective 6-Create a Report by Using the Report Wizard; Objective 7-Modify the Design of a Report; Objective 8-Keep Grouped Data Together in a Printed Report Simulation Training and Exam.
	Assignment	Homework Assignment: AC Ch3 Grader Project 3B: Job Openings Database Project Test
	Oct 21 – Dec 9, 2021	**PowerPoint 1 (Project 1A)** **Company Overview** Task 1-Create a New Presentation; Task 2-Edit a Presentation in Normal View; Task 3-Add Pictures to a Presentation; Task 4-Print and View a Presentation Simulation Training and Exam. *Project Test **PowerPoint 1 (Project 1B)** **Itinerary Presentation** Task 5-Edit an Existing Presentation; Task 6-Format a Presentation; Task 7Use Slide Sorter View; Task 8-Apply Slide Transitions Simulation Training and Exam. **Assignments:**

		Homework Assignment: PPT Ch1 Grader Project 1A: Company Overview Project Test
	Oct 21 – Dec 9, 2021	**Formatting PowerPoint Presentation** **PowerPoint 2 (Project 2A)** **Employee Training Presentation** Task 1-Format Numbered and Bulleted Lists; Task 2-Insert Online Pictures; Task 3-Insert Text Boxes and Shapes; Task 4-Format Objects Simulation Training and Exam. *Project Test **PowerPoint 2 (Project 2B)** **Event Announcement** Task 5-Remove Picture Backgrounds and Insert WordArt; Task 6-Create and Format a SmartArt Graphic Simulation Training and Exam. **Assignments:** Homework Assignment: PPT Ch2 Grader Project 2B: Event Announcement Project Test THANKSGIVING WEEK
	Oct 21 - Dec 9, 2021	**Enhancing a Presentation with Animation, Video, Tables, and Charts** **PowerPoint 3 (Project 3A)** **Informational Presentation** Task 1-Customize Slide Backgrounds and Themes; Task 2-Animate a Slide Show; Task 3-Insert a Video Simulation Training and Exam. *Project Test **PowerPoint 3 (Project 3B)** **Summary and Analysis Presentation** Task 4-Create and Modify Tables; Task 5-Create and Modify Charts Simulation Training and Exam. **Assignments:** Homework Assignment: PPT Ch3 Grader Project 3B: Enrollment Project Test
	Dec 6 – 9	Final Exam

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed 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 on reaching your goals.

Late Assignments: Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Work submitted later than the due date will be counted if it is submitted by the next class period, but the grade will be lowered by one letter grade (at the discretion of instructor). The only exception is if the student is absent the day that the work is due; in that case, the assignment is due the next class period. If the student has exceeded five absences, no work will be accepted late and the excessive absences will result in the student being dropped. **Points will be deducted for late assignment**.

Academic Integrity
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: a Copying from
   another students' test paper;
   b Using materials not authorized by the person giving the test; c
   Collaborating with another student during a test without authorization;
   d   Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part
       the contents of a test that has not been administered;
   e   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 Dishonest

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details..

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Procedures

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.** 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.

Student Conduct 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. A student who is being disruptive will be reported to the Police Department, Student Affairs and the Department Chair. This applies to In-Person, Hybrid, and Online classes**.**

Instructor's Course-Specific Information ()

Electronic Devices

As a student active in the learning community of this course, it is student responsibility to be respectful of the learning atmosphere in student classroom. To show respect of student fellow students and instructor, students will turn off student phone and other electronic devices, and will not use these devices in the classroom unless students receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations**.**

Business Technology Program Information

https://www.hccs.edu/programs/areas-of-study/business/business-technology/

HCC Policies

Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity

- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. –EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a

campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX
Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Office of the Dean of Students
Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/

Department Chair Contact Information
Willie Caldwell, Department Chair, willie.caldwell@hccs.edu, (713) 718 -7808