



HOUSTON COMMUNITY COLLEGE
Business Technology
Southwest College
Central Campus

POFI 1301-
COMPUTER APPLICATIONS I
Fall 2017- CRN: 38739
Tue/Thurs: 5:30-7:50 p.m.
Syllabus Detailed – 16 Weeks
3 credit hours (2 lecture, 3 lab)
80 hours per semester-16 weeks
SCANS Competencies Included

INSTRUCTOR: Lisa A. Eason

CONTACT INFORMATION:

Phone: 713-718-7808

E-mail: lisa.eason@hccs.edu

OFFICE LOCATION AND HOURS

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until they have received a poor grade before asking for my assistance. Student performance in my class is very important to your success. I am available to hear student concerns and just to discuss course topics.

Office hours are available upon request.

FINAL EXAM: Thursday, December 14th

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: Friday, November 3rd.
See HCC's web site or your Class Schedule booklet. Please verify in College Schedule Page.

<http://www.hccs.edu/district/events-calendar/academic-calendar/fall/fall-reg-term/>

COURSE DESCRIPTION

This course is an overview of computer office applications, Microsoft Word, Excel, Access and PowerPoint, including current terminology and technology. It also includes Introduction to Computer hardware, software applications, and procedures.

COURSE PREREQUISITE: None

INSTRUCTIONAL MATERIALS

1. **GO! With Microsoft Office Introductory Bundle**, 3rd Edition, Gaskin/Ferrett/Vargas/McLellan, Publisher: Prentice Hall-Pearson-ISBN 0558248713
2. 1.0 GB or greater USB Flash Drive
3. Earplugs

PROGRAM LEARNING OUTCOMES

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.

STUDENT LEARNING OUTCOMES

1. Students will identify the components of a computer system.
2. Students will complete documents under timed production conditions.
3. Students will select correct document formats and layouts, and assess documents for correct grammar, spelling, and punctuation.
4. Students will demonstrate basic proficiency in commonly used applications.

STUDENT LEARNING OBJECTIVES

The student will:

1. Students will demonstrate basic proficiency in commonly used applications.
2. Demonstrate proficiency by selecting and using the appropriate application software to solve business problems.
3. Demonstrate technical computer based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software (including, Access, Word, Excel, PowerPoint, and Outlook).
4. Demonstrate Internet skills including e-mail management, web research,
5. and document exchange.

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:

1. Define the skills needed for employment
2. Propose acceptable levels of proficiency,
3. Suggest effective ways to assess proficiency, and
4. 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, 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.

INSTRUCTIONAL METHODS

POFI 1301 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 you will need to remember for mastery skills related to this course.

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. **10 Points will be deducted for late assignments.**

Make-Up Test Policy

Students are expected to adhere to the weekly schedule of assignments and tests printed in the syllabus. Make-up tests cannot be taken during the regular class time. Arrangements must be made to take a make-up test at a date and time convenient for both student and instructor.

Scholastic Dishonesty

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments for academic dishonesty may include a grade of "**0**" or "**F**" on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision. (*HCC Online Student Handbook-p.18*)

INSTRUCTOR REQUIREMENTS

As an Instructor, it is my responsibility to:

1. Provide the grading scale and detailed grading formula explaining how student grades are to be derived
2. Facilitate an effective learning environment through class activities, discussions, and lectures
3. Provide descriptive instructions and rubrics for any special projects or assignments
4. Inform students of policies such as attendance, withdrawal, tardiness and make up
5. Provide the course outline and class calendar which will include a description of any

special projects or assignments

6. Arrange to meet with individual students before and after class as required

I want my students to be successful. It is my responsibility to provide you with the best knowledge of advanced computer software utilization and strategies. 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 to discuss course topics.

To be successful in this class, it is the student's responsibility to:

1. Attend class and participate in class activities
2. Read and comprehend the textbook
3. Complete the required assignments and exams on time:
4. Ask for help when there is a question or problem
5. 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. 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.

Virtual Career Center

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

<http://www.hccs.edu/district/students/career-planning/>

GRADING

HCCS Grading System

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

| Grade | Score |
|----------------------|-----------------------|
| A = 100-90 | 4 points per Semester |
| B = 89-80 | 3 points per Semester |
| C = 79-70 | 2 points per Semester |
| D = 69-60 | 1 points per Semester |
| F = 59 and below | 0 points per Semester |
| FX- (Non-attendance) | 0 points per Semester |
| W- Withdraw | 0 points per Semester |
| I- Incomplete | 0 points per Semester |

FINAL GRADE OF FX: Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension, and satisfactory academic progress.

Student Evaluation

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

| | |
|----------------------------------|------|
| Simulation Training Exercises/My | 20% |
| Simulation Exams / Production | 25% |
| Homework Exercises | 20% |
| Chapter Test | 10% |
| Final Exam | 25% |
| TOTAL | 100% |

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

Beginning 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.**

To help you avoid having to drop/withdraw from any class, contact your professor regarding your academic performance. You may also want to contact your counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may "alert" you and your counselors that you might fail a class because of excessive absences and/or poor academic performance.

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: <https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

Class 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 professor 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.

International Students

Contact the International Student Office at 713-718-8520 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. After an accommodation letter have been approved by the DSS office and submitted for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor. **Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.**

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance each semester:

SABILITY 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

On Sept. 11, online tutoring at HCC (AskOnline) completed ten years of service to students. As we move into the next decade, we are using new technology to provide the same personalized tutoring with HCC staff. Students and faculty can access the new free system at hccs.upswing.io. Students will use their Active Directory student ID and password, and faculty will use their HCC email and associated password. A video explaining how the new system

works is located on the bottom of the Upswing log in page. For more information, contact Deborah Hardwick (deborah.hardwick@hccs.edu).

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:

- 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 Dishonesty

CLASSROOM BEHAVIOR

As 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, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal and adhere to the following:

Expectations

- **Be prompt:** Be in your seat when class begins
- **Be prepared:** Have all materials needed for class and ready to work entire class period
- **Be productive:** Managed time and prioritize to ensure work is submitted by due dates
- **Be Polite:** Respect teachers, staff, peers and visitors. You responsible for your own actions

Policies

- NO food or drinks allowed in the classroom
- Talking or texting on electronic devices are not allowed in the classroom. You must leave the classroom to take calls or text.
- Flash drives are not be shared in class.
- Comply with district and campus dress code policies.
- Clean and organize your computer stations at end of each class.
- Report any damage to your assigned computer immediately to the teacher.

Respect school property. Any physical damage towards any hardware or classroom furniture will result in loss of privileges in using the computer and a required monetary restitution

EARLY ALERT

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

To help you avoid having to drop/withdraw from any class, contact your professor regarding your academic performance. You may also want to contact your campus Advisor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.).

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:
<https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

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 survey as part of the Houston Community College Student System online near the end of the term.

ACCESS TUTORING AT THEIR WEB SITE

<http://www.hccs.edu/district/students/tutoring>

ACCESS HCC ONLINE POLICIES AT THEIR WEB SITE

<http://www.hccs.edu/online/student-sevices/>

The HCC Online Student Handbook contains policies and procedures unique to the HCC Online 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.

HCC TITLE IX PREGNANCY POLICY

The Title IX statement has been change to the following (changes in red) to address student pregnancy concerns:

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:

CAMPUS CARRY

“At HCC the safety of our students, staff, and faculty is our priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.”

CLASSROOM BEHAVIOR

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

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

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

16 WEEK COURSE CALENDAR
POFI 1301 Computer Application I
WEEKLY SCHEDULE OF ASSIGNMENTS

| WEEK / Dates | TEXTBOOK CHAPTERS | |
|---------------------------|---|---|
| | Microsoft Office 2016 GO! With Microsoft Office 2016 Volume 1 (Word, Excel, Access, PowerPoint) | |
| | Introduction, Syllabus and Class Expectations | |
| | Windows 10 | |
| 1 Sept 11 – Sept 17 | Windows 10 Project 1A Windows 10 Project 1B Chapter Review | <p>Getting to Know Windows 10 Objective 1-Explore the Windows 10 Environment; Objective 2- Use File Explorer and Desktop Apps to Create a New Folder and Save a File; Objective 3-Identify the Functions of the Windows 10 Operating System; Objective 4-Discover Windows 10 Features; Objective 5-Sign Out of Windows 10, Turn Off Your Computer and Manage User Accounts; Objective 6-Manage Your Windows 10 System</p> <p>Managing Files and Folders Objective 7-Download and Extract Files and Folders; Objective 8-Use File Explorer to Display Locations, Folders, and Files; Objective 9- Start Programs and Open Data Files; Objective 10-Create, Rename, and Copy Files and Folders; Objective 11- Use OneDrive as Cloud Storage</p> <p>Project 1D Working with Windows, Programs, and Files – Page 83-85</p> |
| | Office 2016 | |
| 2 Sept 18 - 22 | Office 2016 Project 1A Office 2016 Project 1B | <p>Note Form Objective 1-Explore Microsoft Office 2016; Objective 2-Enter, Edit, and Check the Spelling of Text in an Office 2016 Program; Objective 3-Perform Commands from a Dialog Box; Objective 4-Create a Folder and Name and Save a File; Objective 5-Insert a Footer, Add Document Properties, Print a File, and Close a Desktop App</p> <p>Memo Objective 6-Open an Existing File and Save it with a New Name; Objective 7-Sign in to Office and Explore Options for a Microsoft Office Desktop App; Objective 8-Perform Commands from the Ribbon and Quick Access Toolbar; Objective 9-Apply Formatting in Office Programs and Inspect Documents; Objective 10-Compress Files and Get Help with Office; Objective 11-Install Apps for Office and Create a Microsoft Account</p> |
| | Word 2016 | |
| 3 Sept 23 – 28 | Word 1 Project 1A | <p align="center">Creating Documents with Microsoft Word 2016</p> <p>Flyer Objective 1-Create a New Document and Insert Text; Objective 2-Insert and Format Graphics; Objective 3-Insert and Modify Text Boxes and Shapes; Objective 4-Preview and Print a Document.</p> <p>Simulation Training and Exam.</p> <p>Project Quiz</p> |

| | | |
|----------------------------------|---|---|
| | <p>Word 1 Project 1B</p> <p>Assignments</p> | <p>Information Handout Objective 5-Change Document and Paragraph Layout; Objective 6-Create and Modify Lists; Objective 7-Set and Modify Tab Stops; Objective 8-Insert a SmartArt Graphic and an Online Video</p> <p>Simulation Training and Exam.</p> <p>Homework Assignment: WD Ch1 Grader Project 1A: Flyer Project Quiz</p> <p>**Total Quiz grade will be an average of quizzes A and B</p> |
| <p>4 Sept 29 – Oct 3</p> | <p>Word 2 Project 2A</p> <p>Word 2 Project 2B</p> <p>Assignments</p> | <p>Creating Cover Letters and Using Tables to Create Resumes</p> <p>Resume Objective 1-Create a Table; Objective 2-Format a Table; Objective 3-Present a Word Document Online</p> <p>Simulation Training and Exam. Project Quiz</p> <p>Cover Letter and Envelope Objective 4-Create a Custom Word Template; Objective 5-Correct and Reorganize Text; Objective 6-Use the Proofing Options and Print an Envelope</p> <p>Simulation Training and Exam.</p> <p>Homework Assignment: WD Ch2 Grader Project 2A: Resume Homework Assignment: WD Ch2 Grader Project 2B: Cover letter Project Quiz</p> <p>**Total Quiz grade will be an average of quizzes A and B</p> |
| <p>5 Oct 4 – Oct 9</p> | <p>Word 3 Project 3A</p> <p>Word 3 Project 3B</p> <p>Assignments</p> | <p>Creating Research Papers, Newsletters, and Merged Mailing Labels</p> <p>Research Paper Objective 1-Create a Research Paper; Objective 2-Insert Footnotes in a Research Paper; Objective 3-Create Citations and a Bibliography in a Research Paper; Objective 4-Use Read Mode and PDF Reflow</p> <p>Simulation Training and Exam Project Quiz.</p> <p>Newsletter with Optional Mailing Labels Objective 5-Format a Multiple-Column Newsletter; Objective 6-Use Special Character and Paragraph Formatting; Objective 7-Create Mailing Labels Using Mail Merge</p> <p>Simulation Training and Exam.</p> <p>Homework Assignment: WD Ch3 Grader Project 3G: Newsletter and Research Paper Project Quiz</p> <p>**Total Quiz grade will be an average of quizzes A and B</p> |

| Excel 2016 | | |
|---------------------|------------------------------|--|
| 6 Oct 10 – 14 | Excel 1 Project 1A | <p style="text-align: center;">Creating a Worksheet and Charting Data</p> <p>Sales Report with Embedded Column Chart and Sparklines Objective 1-Create, Save, and Navigate an Excel Workbook; Objective 2-Enter Data in a Worksheet; Objective 3-Construct and Copy Formulas and Use the SUM Function; Objective 4-Format Cells with Merge & Center, Cell Styles, and Themes; Objective 5-Chart Data to Create a Column Chart and Insert Sparklines; Objective 6-Print a Worksheet, Display Formulas, and Close Excel</p> <p>Simulation Training and Exam.</p> |
| | Excel 1 Project 1B | <p>Inventory Valuation Objective 7-Check Spelling in a Worksheet; Objective 8-Enter Data by Range; Objective 9-Construct Formulas for Mathematical Operations; Objective 10-Edit Values in a Worksheet; Objective 11-Format a Worksheet</p> <p>Simulation Training and Exam.</p> |
| | Assignments | Homework Assignment: XL Ch1 Grader Project 1A: Quarterly Sales End of Chapter Quiz |
| 7 Oct 15 – 19 | Excel 2 Project 2A | <p style="text-align: center;">Using Functions, Creating Tables, and Managing Large Workbooks</p> <p>Inventory Status Report Objective 1-Use Flash Fill and the SUM, AVERAGE, MEDIAN, MIN, and MAX Functions; Objective 2-Move Data, Resolve Error Messages, and Rotate Text; Objective 3-Use COUNTIF and IF Functions and Apply Conditional Formatting; Objective 4-Use Date & Time Functions and Freeze Panes; Objective 5-Create, Sort, and Filter an Excel Table; Objective 6-View, Format, and Print a Large Worksheet</p> <p>Simulation Training and Exam.</p> |
| | Excel 2 Project 2B | <p>Weekly Sales Summary Objective 7-Navigate a Workbook and Rename Worksheets; Objective 8-Enter Dates, Clear Contents, and Clear Formats; Objective 9-Copy and Paste by Using the Paste Options Gallery; Objective 10-Edit and Format Multiple Worksheets at the Same Time; Objective 11-Create a Summary Sheet with Colum Sparklines; Objective 12-Format and Print Multiple Worksheets in a Workbook</p> <p>Simulation Training and Exam.</p> |
| | Assignments | Homework Assignment: XL Ch2 Grader Project 2B: Weekly Sales *Total Quiz grade will be an average of quizzes A and B |
| 8 Oct 20 -24 | Excel 3 Project 3A | <p style="text-align: center;">Analyzing Data with Pie Charts, Line Charts, and What-If Analysis Tools</p> <p>Enterprise Fund Pie Chart Objective 1-Chart Data with a Pie Chart; Objective 2-Format a Pie Chart; Objective 3-Edit a Workbook and Update a Chart; Objective 4-Use Goal Seek to Perform What-If Analysis</p> |

| | | |
|---------------------------------|---|--|
| | <p>Excel 3 Project 3B</p> <p>Assignments</p> | <p>Simulation Training and Exam.</p> <p>Tourism Spending Projection with Line Chart Objective 5-Design a Worksheet for What-If Analysis; Objective 6-Answer What-If Questions by Changing Values in a Worksheet; Objective 7-Chart Data with a Line Chart</p> <p>Simulation Training and Exam.</p> <p>Homework Assignment: XL Ch3 Grader Project 3A: Enterprise Fund</p> <p>*Total Quiz grade will be an average of quizzes A and B</p> |
| Access 2016 | | |
| <p>9 Oct 25 – Nov 1</p> | <p>Access 1 Project 1A</p> <p>Access 1 Project 1B</p> <p>Assignments</p> | <p>Student Advising Database with Two Tables Objective 1-Identify Good Database Design; Objective 2-Create a Table and Define Fields in a Blank Desktop Database; Objective 3-Change the Structure of Tables and Add a Second Table; Objective 4-Create a Query, Form, and Report; Objective 5-Close a Database and Close Access</p> <p>Simulation Training and Exam.</p> <p>Student Workshops Database Objective 6-Use a Template to Create a Database; Objective 7-Organize Objects in the Navigation Pane; Objective 8-Create a New Table in a Database Created with a Template; Objective 9-Print a Report and a Table</p> <p>Simulation Training and Exam.</p> <p>Homework Assignment: AC Ch1 Grader Project 1B: Student Workshops Database</p> <p>*Total Quiz grade will be an average of quizzes A and B</p> |
| <p>10 Nov 2 - Nov 8</p> | <p>Access 2 Project 2A</p> <p>Access 2 Project 2B</p> <p>Assignments</p> | <p style="text-align: center;">Sort and Query a Database</p> <p>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</p> <p>Simulation Training and Exam.</p> <p>Athletic Scholarships Database Objective 8-Specify 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</p> <p>Simulation Training and Exam.</p> <p>Homework Assignment: AC Ch2 Grader Project 2E: Biology Supplies</p> |

| | | |
|------------------------|------------------------------------|--|
| | | *Total Quiz grade will be an average of quizzes A and B |
| 11 Nov 9 – 16 | Access 3 Project 3A | <p style="text-align: center;">Forms, Filters, and Reports</p> <p>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</p> <p>Simulation Training and Exam.</p> |
| | Access 3 Project 3B | <p>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</p> <p>Simulation Training and Exam.</p> |
| | Assignments | <p>Homework Assignment: AC Ch3 Grader Project 3B: Job Openings Database</p> <p>*Total Quiz grade will be an average of quizzes A and B</p> |
| PowerPoint 2016 | | |
| 12 Nov 17 – 22 | PowerPoint 1 Project 1A | <p>Company Overview Objective 1-Create a New Presentation; Objective 2-Edit a Presentation in Normal View; Objective 3-Add Pictures to a Presentation; Objective 4-Print and View a Presentation</p> <p>Simulation Training and Exam.</p> |
| | PowerPoint 1 Project 1B | <p>Itinerary Presentation Objective 5-Edit an Existing Presentation; Objective 6-Format a Presentation; Objective 7-Use Slide Sorter View; Objective 8-Apply Slide Transitions</p> <p>Simulation Training and Exam.</p> |
| | Assignments | <p>Homework Assignment: PPT Ch1 Grader Project 1E: Juneau</p> <p>*Total Quiz grade will be an average of quizzes A and B</p> |
| 13 Nov 25 - 30 | PowerPoint 2 Project 2A | <p style="text-align: center;">Formatting PowerPoint Presentation</p> <p>Employee Training Presentation Objective 1-Format Numbered and Bulleted Lists; Objective 2-Insert Online Pictures; Objective 3-Insert Text Boxes and Shapes; Objective 4-Format Objects</p> <p>Simulation Training and Exam.</p> |
| Holiday | PowerPoint 2 Project 2B | <p>Event Announcement Objective 5-Remove Picture Backgrounds and Insert WordArt; Objective 6-Create and Format a SmartArt Graphic</p> <p>Simulation Training and Exam.</p> |

| | | |
|-------------------------|---|---|
| | Assignments | Homework Assignment: PPT Ch2 Grader Project 2B: Event Announcement *Total Quiz grade will be an average of quizzes A and B |
| 14 Dec 1 – Dec 8 | PowerPoint 3 Project 3A | Enhancing a Presentation with Animation, Video, Tables, and Charts Informational Presentation Objective 1-Customize Slide Backgrounds and Themes; Objective 2-Animate a Slide Show; Objective 3-Insert a Video Simulation Training and Exam. |
| | PowerPoint 3 Project 3B | Summary and Analysis Presentation Objective 4-Create and Modify Tables; Objective 5-Create and Modify Charts Simulation Training and Exam. |
| | Assignments | Homework Assignment: PPT Ch3 Grader Project 3F: Budget Report *Total Quiz grade will be an average of quizzes A and B |
| 15 Dec 9 – Dec 12 | Make up Week / Review | |
| 16 Dec 13 -14 | Final Exam December 14, 2017 | |

Complete Simulation Training - You have 3 attempts. Your highest score will be recorded.

Complete the Simulation Exam - You have 3 attempts. Your highest score will be recorded. DO NOT click onto the exam until you are ready to take it. Every time you click on the exam will be counted as an attempt.

****Note**** This is a three-part grade. Each is worth 100 points.