



**Business Technology
Southwest College**

POFI 1341—Computer Applications II

CRN 11757 – Spring, 2017

3 credit hours (2 lecture, 3 lab)-80 hours per semester—16 Weeks

DISTANCE EDUCATION

SCANS Competencies Included

INSTRUCTOR: Terri Goode-Tomlin

INSTRUCTOR CONTACT INFORMATION:

Canvas E-mail: terri.goodetomlin@hccs.edu

OFFICE LOCATION AND HOURS

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. Office hours are upon request.

FINAL EXAM: To Be Announced

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: April 3, 2017

COURSE DESCRIPTION

Continued study of current computer terminology and technology. Advanced skill development in computer hardware, software applications, and procedures. The student will demonstrate proficiency in commonly used software applications and identify and explain the concepts involved in producing documents using advanced features of software applications. Emphasis is on developing end-user proficiency skills for office environments.

COURSE PREREQUISITES

POFI 1301 and POFI 1329

PROGRAM LEARNING OUTCOMES

- The student will be able to read, listen, speak, and write proficiently.
- The student will be able to apply keyboarding and document processing skills to specific office applications.

- The student will be able to use appropriate tools and processes such as records management, accounting fundamentals, and software applications in word processing, spreadsheet, database, and presentations to manage information.
- The student will be able to apply organizational skills to the management of projects, daily, schedules, multiple tasks, and unexpected interruptions.

STUDENT LEARNING OUTCOMES

The student will be able to:

1. The student will apply advanced features using computer applications to produce documents.
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 end-user proficiency skills for the office environments.

LEARNING OBJECTIVES

The student will:

- 1.1 Create a document from an existing template
- 1.2 Create a form letter
- 1.3 Check a document for spelling and grammar.
- 1.4 Merge letters with Records from the Data Source
- 1.5 Customize an Excel Template
- 1.6 Create Range Names in Excel
- 4.1 Import Data into Excel
- 4.2 Create Forms and Reports with Related tables
- 4.2 Create Forms with Subforms
- 4.4 Build a Form in Design View
- 4.5 Build Reports based on queries
- 4.6 Format tables and modify a table in PowerPoint
- 4.7 Use Graphic Elements to enhance a slide and work with grouped objects.
- 4.8 Create a template in PowerPoint

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

Basic Skills—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

Thinking Skills—Creative thinking, decision making, problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

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

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/destudent-handbook>

Discrimination

Students should be aware that discrimination and/or other harassment based on race, sex, gender identity and gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status is prohibited by HCC Policy G.1 Discrimination and Harassment and D.1.1 Equal Educational Opportunities. Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oi@hccs.edu. Additional information may be obtained online. Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@hccs.edu

16 WEEK COURSE CALENDAR
POFI 1341—COMPUTER APPLICATIONS II
Weekly Activity Schedule
WEEKLY SCHEDULE ASSIGNMENTS

In each chapter, complete Projects A, B, and C. (Late Work is at the discretion of the instructor)

WEEK	TEXTBOOK CHAPTERS	
Microsoft Office 2016 (Word, Excel, Access, PowerPoint)		
WINDOWS /INTRODUCTON		
1	Intro: Chapter 1	Introduction: Instructor, Students, Etc. <u>DOCS A, B, C - REQUIRED FROM EACH CHAPTER OF WORD, EXCEL, ACCESS, AND POWER POINT (Some Professors will choose other selected letters to complete!)</u> <u>About the Authors</u>, Page xxiii, <u>GO! Wit Office 2016, GO! Walkthrough</u>, Page xxvi, Reviewers xxxi <u>Introduction to Microsoft Office 2016</u> Project 1A/Note Form (Objectives 1-6) Project 1B/Memo (Objectives 7-12)
WORD 2016		
2	Chapter 4	<u>Using Styles and Creating Multilevel Lists and Charts 2016</u> Project 4A/Customer Handouts (Objectives 1-4) Project 4B/Planning Memo with a Chart
2	Chapter 4	Continued!
3	Chapter 5	<u>Using Advanced Table Features</u> Project 5A/Product Summary Project 5B/Expense Form
3	Chapter 5	Continued!

4	Chapter 6	<u>Building Documents from Reusable Content and Using Markup Tools</u> Project 6A/Newsletter with Reusable Content and Custom Theme Project 6B/Events Schedule with Tracked Changes
Excel 2016		
5	Chapter 4	<u>Using Financial and Lookup Functions, Define Names, Validate Data, and Audit Worksheets</u> Project 4A/Amortization Schedule and Merchandise Costs Project 4B/Lookup Form and Revenue Report TEST 1 (WORD 2016) NO WORD WORK WILL BE ACCEPTED AFTER THE WORD TEST.
6	Chapter 4	Continued!
WEEK	TEXTBOOK CHAPTERS	
7	Chapter 5	<u>Managing Large Workbooks and Using Advanced Sorting and Filtering</u> Project 5A/Large Worksheet for a Class Schedule Project 5B/Sorted, Filtered, and Outlined Database
7	Chapter 5	Continued!
8	Chapter 6	<u>Creating Charts, Diagrams, and Templates</u> Project 6A/Attendance Charts and Diagrams Project 6B/Order Form Template
ACCESS 2016		
9 10	Chapter 4	<u>Enhancing Tables</u> Project 4A/City Directory Project 4B/IT Tasks TEST 2 (EXCEL 2016) (NO EXCEL WORK WILL BE ACCEPTED AFTER THE EXCEL TEST)
11	Chapter 5	<u>Enhancing Queries</u> Project 5A/Store Inventory Project 5B/Customer Orders
12	Chapter 6	<u>Customizing Forms and Reports</u> Project 6A/Locations Project 6B/Rosebud Cafe
POWERPOINT 2016		

13	Chapter 4	<u>Creating Templates and Reviewing, Publishing, Comparing, Combining, and Protecting Presentations</u> Project 4A/Instructional Presentation Project 4B/Commented Presentation
14	Chapter 5	TEST (ACCESS 2016) (NO ACCESS WORK WILL BE ACCEPTED AFTER THE ACCESS TEST) <u>Applying Advanced Graphic Techniques and Inserting Audio and Video</u> Project 5A/Enhance a Presentation with Graphics and Media Project 5B/Create a Photo Album
15	Chapter 6	<u>Delivering a Presentation</u> Project 6A/Penn Liberty Motors Project 6B/Penn Liberty Motors Advertisement
16		TEST 4 (POWERPOINT 2016) FINAL EXAM (WORD, EXCEL, ACCESS)

INSTRUCTIONAL METHODS

POFI 1341 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 you with knowledge concerning the field of education, modeling good teaching strategies, and organizing and monitoring the field experience that allows you to connect the information that you learn in this course to the real world of education.

As a student wanting to learn about the field of education, it is your responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in classroom activities, and attend class.

STUDENT ASSIGNMENTS

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

Late Assignments: Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. LATE work accepted at the discretion of the instructor.

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 and must be taken before the class begins the next software application. Arrangements must be made to take a make-up test at a date and time convenient for both student and instructor.

INSTRUCTOR REQUIREMENTS

As 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. 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, 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.

Grade	Score
A-Excellent	90-100
B-Good	80-89
C-Fair	70-79
D-Passing	60-69
F-Failure	0-59

Student Evaluation

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

Textbook Exercises	30%
Production Tests	50%
Final Exam	20%

INSTRUCTIONAL MATERIALS

- Gaskin/Graviett/Madsen/Marks/Martin/Marucco // **GO! With Microsoft Office 2016 - Volume 2**; Prentice Hall/ Pearson Publishing;
ISBN: 1323523723 ISBN:13: 781323523728 New Edition
- USB Flash Drive

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

HCC Course Withdrawal Policy (updated 7/26/2010)

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 DE professor regarding your academic performance. You may also want to contact your DE 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” and DE 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:
<http://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

Class 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

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their Canvas 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 CANvas, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their Canvas 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.

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. 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:

DISABILITY SUPPORT SERVICES OFFICES:

System: 713.718.5165

Central: 713.718.6164—also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas. Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

ONLINE TUTORING

HCC provides free online tutoring in writing, math, science, and other subjects. How to access ASKOnline: Click on the Ask Online button in the upper right corner of the Blackboard course listings page. This directs students to the HCC AskOnline Tutoring site:

<http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account.

Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

ACADEMIC DISHONESTY

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

Academic dishonesty can result in a grade of F or 0 for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to http://distance.hccs.edu/de-counseling/DE_student_handbook.htm).

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

CLASSROOM BEHAVIOR

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

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 Ms. Willie Caldwell, Department Chair, at 713-718-7807 or Room N109, Scarcella Building.

LECTURE/LAB TEACHING DEMONSTRATION

When teaching lecture/lab course, it is a requirement for the instructor to incorporate lab assignments while lecturing. Please have the students complete this form during the first week of instruction.

A GLANCE AT *THIS* COMPUTER (Example)

1. What is a CPU _____
On-off buttons—(demonstrate) Start vs Reset
Student Response _____ Student Signature

2. Drives on this computer:
USB Flash Units (explain) CD
Rom (demonstrate)

Student Response _____ Student Signature

3. Desktop (personally their desktop while on that computer)
 If projects are stored on desktop of the computer in the classrooms, and/or HCC open labs, those documents are erased at the end of each day.

Name _____

Print “your” Name

I, _____, have been given
Student Signature

Instructions on the use of “this” computer. *I was provided instruction in both the lecture and lab formats.*

Date _____

Instructor Signature _____

This form will be returned to Willie Caldwell’s office, Scarcella Room N109 on date of completion of all lecture/lab classes for the semester.



**HOUSTON COMMUNITY COLLEGE SYSTEM
BUSINESS TECHNOLOGY DEPARTMENT**

Student Questionnaire

Name:	Last Name	First Name	MI	Student ID#:
Address:	Street	Apt. #	Home Telephone	
City	State	Zip Code	Cell Telephone #	
E-mail address:			Instructor's Name:	

Educational Plan

Have you determined your major? _____ Yes No _____
 (If no, please see your instructor or Business Technology Department Chair.)

Have you filed a degree plan? _____ Yes No _____

Graduation Target Date: _____

(Must apply for graduation via the counselor's office in order to receive your certificate or degree)

Employment History

Are you currently employed? _____ Yes No _____ Is
 your employment _____ Part-time? or _____ Full-
 time?

If you are employed, please complete the following:

Employer
Address
City _____ **St** _____ **Zip** _____ **Phone#** _____

Comments:

If you have any questions, please call 713-718-7808, or Fax 713-718-6774 between 8:00 a.m. – 5:00 p.m. HCC seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.

Willie T. Caldwell, Department Chair
 10141 Cash Road, N109, Stafford Texas 77477

**HOUSTON COMMUNITY COLLEGE SYSTEM
BUSINESS TECHNOLOGY DEPARTMENT**

STUDENT QUESTIONNAIRE



Student Success
Organizational Stewardship
Business Technology Department

STUDENT ADVISEMENT CHECKSHEET

When teaching Business Technology courses, it is a **requirement** for the professor to inventory and complete the below list of advisement items from each student.

Have you been informed about **degree plans** (contractual agreement)?

Yes No

Have you been made aware of the importance of completing an application for **graduation** in order to receive your certificate or degree? Yes No

Have you been given **job placement** information including:

- Job Placement Contact Person with E-mail address Telephone Number Location
- Website address
- Access instruction for website including directions on how to navigate the job placement website

Yes No

Name _____ Print

“your” Name

I, _____, have been given

Student Signature

Information regarding the above listed items.

Date _____

Instructor Signature _____

This form will be returned to Willie Caldwell’s office on date of completion.