



Business Technology
Central College

POFI 1301—Computer Applications I

CRN 11220

Room 202 Time 8:00-10:00 Days T/TH 3 credit hours (2
lecture, 3 lab)

80 hours per semester-16 weeks (Regular Term/RT) or 12 weeks (Second Start/SS)

SCANS Competencies Included

INSTRUCTOR: Dr. Velva Tyson

INSTRUCTOR CONTACT INFORMATION:

Phone: office 713-718-6490 OR 6491

E-mail: velva.tyson@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: TBA.

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: TBA.

COURSE DESCRIPTION

Overview of computer office applications including current terminology and technology. Introduction to computer hardware, software applications, and procedures.

COURSE PREREQUISITES

NONE

PROGRAM LEARNING OUTCOMES

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

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

STUDENT LEARNING OUTCOMES

The student will be able to:

1. Identify the components of a computer system
2. Complete documents under timed production conditions.
3. Select correct document formats and layouts, and assess document for correct grammar, spelling, and punctuation.
4. Demonstrate basic proficiency in commonly used applications.

LEARNING OBJECTIVES

The student will:

- 1.1. Improve his or her ability to use the computer for everyday tasks.
- 2.1 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 In Word insert and format graphics
- 4.2 In Word create a table
- 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 In Access create a query, form and report
- 4.9 In PowerPoint create a presentation
- 4.10 In PowerPoint format slide elements
- 4.11 In PowerPoint insert and format pictures and shapes

HCC is committed to provide a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oiie@hccs.edu.

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.

16 WEEK COURSE CALENDAR

POFI 1301—COMPUTER APPLICATIONS I

WEEKLY ASSIGNMENTS (subject to changes-see Canvas)

WEEK	TEXTBOOK CHAPTERS	
Microsoft Office 2016 Professional Suite (Word, Excel, Access, PowerPoint)		
COMMON FEATURES/INTRODUCTON		
1	Intro: Chapter 1	Introduction: Syllabus <u>Using the Common Features of Microsoft Office 2016:</u> PowerPoint File: Use Windows Explorer to Locate Files and Folders Locate and Start a Microsoft Office 2016 Program Enter and Edit Text in an Office 2016 Program Perform Commands from a Dialog Box Create a Folder, Save a File, and Close a Program Add Document Properties and Print a File Word File: Open an Existing File and Save it with a New Name Explore Options for an Application Perform Commands from the Ribbon Apply Formatting in Office Programs Use the Microsoft Office 2016 Help System Compress Files
WORD 2016		
1	Chapter 1	<u>Creating Documents with Microsoft Word 2016</u> Project 1A/Flyer (Objectives 1-4) Project 1B/Information Handout (Objectives 5-8)
2	Chapter 1	Continued!
3	Chapter 2	<u>Using Tables and Templates to Create Resumes and Cover Letters</u> Project 2A/Resume (Objectives 1-3) Project 2B/Cover Letter & Resume (Objectives 4-7)
4	Chapter 2	Continued!
5	Chapter 3	<u>Creating Research Papers, Newsletters, and Merged Mailing Labels</u> Project 3A/Research Paper (Objectives 1-3) Project 3B/Newsletter with Mailing Labels (Objectives 4-6) TEST #1: WORD
Excel 2016		

WEEK	TEXTBOOK CHAPTERS	
6	Chapter 1	<u>Creating a Worksheet and Charting Data</u> Project 1A/Sales Report with Embedded Column Chart and Sparklines (Objectives 1-6) Project 1B/Inventory Valuation (Objectives 7-11)
7	Chapter	Continued!
8	Chapter 2	<u>Using Functions, Creating Tables, and Managing Large Workbooks</u> Project 2A/Inventory Status Report (Objectives 1-6) Project 2B/Weekly Sales Summary (Objectives 7-12)
9	Chapter 2	Continued!
10	Chapter 3	<u>Analyzing Data with Pie charts, Line Chart:s, and What-If Analysis Tools</u> Project 3A/Budget Pie Chart (Objectives 1-4) Project 3B/Growth Projection with Line Chart (Objectives 5-7) TEST #2: EXCEL
ACCESS 2016		
11	Chapter 1	<u>Getting Started with Access Databases</u> Project 1A/Contact Information Database with Two Tables (Objectives 1-5) Project 1B/Student Workshops Database (Objectives 6-9)
12	Chapter 2	<u>Sort and Query a Database</u> Project 2A/Instructors and Courses Database (Objectives 1-7) Project 2B/Athletic Scholarships Database (Objectives 8-14)
13	Chapter 3	<u>Forms, Filters, and Reports</u> Project 3A/Students and Majors (Objectives 1-4) Project 3B/Job Openings (Objectives 5-8) TEST #3: ACCESS

POWERPOINT 2016		
14	Chapter 1	<u>Getting Started with Microsoft Office PowerPoint</u> Project 1A/Company Overview (Objectives 1-4) Project 1B/New Product Announcement (Objectives 5-8)
	Chapter 2	<u>Formatting PowerPoint Presentations</u> Project 2A/Employee Training Presentation (Objectives 1-4) Project 2B/Event Announcement (Objectives 5-6)
15	Chapter 3	<u>Enhancing a Presentation with Animation, Video, Tables, and Charts</u> Project 3A/Informational Presentation (Objectives 1-3) Project 3B/Summary and Analysis Presentation (Objectives 4-5)
		<u>Business Running Case 1: PowerPoint</u> Chapter 1-3 TEST #4: POWERPOINT
INTEGRATED PROJECTS 2016 If Time Permits!		
		Project 1A/State Sales (Objectives 1-4) Project 1B/Taos Welcome (Objectives 5-8)

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 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. 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 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.

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 HCC College Campuses.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/suthwest-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	50%
Production Tests	50%
Total	100

INSTRUCTIONAL MATERIALS

- ***Go! With Microsoft Office 2016, Volume 1***, Custom Edition, Gaskin/Ferrett/Vargas/McLellan, Publisher: Prentice Hall--Pearson ISBN-9780134526591
 - 1.0 GB or greater 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

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.

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.

CLASS ATTENDANCE

Attendance: Students are expected to attend all classes and labs regularly. Students are responsible for [any and all] materials covered during their absences, and it is the student's responsibility to consult with the professors for make-up assignments. A student may be dropped from a course for excessive absences in excess of 12.5% of the hours of instruction. For example: For a three-credit hour lecture, a student may be dropped after six hours of absence. 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.

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.

Title IX

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to: www.edurisksolutions.org . Sign in using your HCC student e-mail account, then go to the button at the top right that says Login and enter your student number.

To visit the ADA Web site, log on to www.hccs.edu, click Future students, scroll down the page and click on the words Disability Information. HCC is committed to provide a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oiie@hccs.edu.

For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college.

District ADA Coordinator - Donna Price - 713.718.5165
Central ADA Counselors -Jaime Torres - 713.718.6164
Martha Scribner - 713.718.6164
Northeast ADA Counselor- Kim Ingram - 713.718.8420
Northwest ADA Counselor - Mahnaz Kolaini - 713.718.5422
Southeast ADA Counselor - Jette Lott - 713.718.7218
Southwest ADA Counselor - Dr. Becky Hauri - 713.718.7910
Coleman ADA Counselor - Dr. Raj Gupta - 713.718.7631

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 **E** or **Q** 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. Jerelean Boyd, Associate Chair, at 713-718-6490 or Room 200, JDB Building.

LECTURE/LAB TEACHING DEMONSTRATION

CLASS, CAMPUS: _____

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)
Zip Drive (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 Jerelean Boyd's office 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 713-718-6490 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.

**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 Jerelean Boyd office on date of completion.