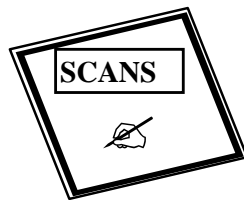




**HOUSTON COMMUNITY COLLEGE SYSTEM
BUSINESS TECHNOLOGY DEPARTMENT
HOUSTON, TEXAS**

**COMPUTER APPLICATIONS II
POFI 1341
OFFICE 2007 APPLICATIONS**



**SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
SCANS COMPETENCIES INCORPORATED**

STUDENT LEARNING OUTCOMES (CO)

HOUSTON COMMUNITY COLLEGE
BUSINESS TECHNOLOGY COURSE SYLLABUS
COMPUTER APPLICATIONS II--POFI 1341



SCANS Competencies Included in Textbook
SEMESTER:

<i>Instructor:</i>	<i>CRN:</i>
<i>Phone No:</i>	<i>Time:</i>
<i>Email:</i>	
<i>Office Hours:</i>	<i>Campus:</i>

FINAL EXAM:

LAST DAY FOR ADMIN. & STUDENT WITHDRAWALS:

TEXTBOOKS AND MATERIALS:

Required Materials for POFI 1341 Computer Applications II

GO! with Microsoft Office 2007, Intermediate, by Gaskin / Ferrett / Vargas / Marks / Preston, ISBN: 0536770166, bundled with Windows Vista.

It's required that you buy this book because:

- There will be required reading from the book
- Homework assignments will come from the book
- I will test on material from the book
- It will help you get a better grade in my course

One 100 megabyte (mb) or more USB flash storage units, one file folder with pockets (color to be announced), pens (blue &/or black—no red), pencils (#2), college writing pad (to keep notes) or note cards, small stapler with staples.

HCCS Policies

“NEW” Repeat Course Policy: Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor / counselor about opportunities for tutoring / other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Disabilities Policies: "Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at their respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office."

For questions, contact Dr. Becky Hauri at 713-718-7909. Also, visit the ADA web site at:

<http://www.hccs.edu/students/disability/index.htm>

Drop or Withdrawal Policies: A student may drop a course or withdraw from the college by following the procedure outlined by the Campus Director. Should circumstances prevent a student from appearing in person to withdraw, withdrawal may be completed by writing to the Registrar's Office. A drop or withdrawal request will not be accepted by telephone. A student, who ceases to attend a class without officially dropping or withdrawing, will be given a grade of "F" for non-attendance. A semester-hour student who fails to attend classes by the twelfth class day of a regular term will be administratively withdrawn from the class roll. Students who officially withdraw from a course during the first twelve days of a regular term will not receive a grade and the course will not appear in their permanent records.

If you plan on withdrawing from your class, you **MUST** contact a counselor or your professor prior to withdrawing (dropping) the class and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. *Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Academic Dishonesty: 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 Student Handbook for further information regarding Academic Dishonesty.

Class Attendance: Students are expected to attend all classes in which they are enrolled regularly. Class attendance is the responsibility of the student. It is also the responsibility of the student to consult with the instructor regarding an absence from a class. Class attendance is checked regularly by the instructor. A student may miss **12.5% of total class hours**, which is a total of **5** classes. Reports of excessive absence will be sent to the Veterans Administration, Social Security Office, and other agencies responsible for aid to the student when appropriate. The student will be dropped after **5** absences unless the instructor is contacted and approves the absence.

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.

Make-Up Test Policy: Check with your instructor for making up a test.

HCCS/Classroom Policies: Phone calls are not permitted within the classroom. Please turn phones and pagers to off or place on vibrate. Food and/or drink are not permitted in the classroom. Children are not permitted in the classrooms.

COURSE DESCRIPTION

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

STUDENT LEARNING OUTCOMES (CO)

1. Students will complete documents under timed production conditions.
2. Students will select correct document formats and layouts, and assess documents for correct grammar, spelling, and punctuation.

COURSE REQUIREMENTS AND EXPECTATIONS

This is a hands-on, self-paced, individualized, instructional course. Thus, the student is responsible for reading all appropriate training chapters and completing each training exercise as indicated on the class schedule.

There will be lectures on system requirements and procedures. The student is expected to take notes and refer to any instructional handouts provided by the instructor. (It is the student's responsibility, when absent from class, to make arrangements to get study notes before returning to class. It would be wise to exchange phone numbers with co-students.)

STUDENT EVALUATION

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

Departmental Grading System

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

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

NOTICE:

Assignments/Exams/Final must be turned in to the instructor only, on the specified due dates.

Assignments/Exams/Final will not be accepted if turned in to other HCC faculty/staff members or if left in instructor's mailbox. Please see instructor if emergency arrangements must be made.

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

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 at 713-718-7808 for information about filing a degree plan.

Notes to all Students: (1) be sure to check out “HCCS Job Placement”—“Job Connections”. This is a very important resource to help you get a job, change job, find new position, etc. Call (713) 718-7718 for further details (note there are Job Placement departments at all “six” HCCS colleges!). (2) Be sure to get to a counselor at early part of each semester to check on filing for a certificate or degree plan; if you need specifics from Business Technology, please see the “Chair” of the program (phone: 713 718-7807 or 7808). (3) feel free to talk with me or any Business Technology full-time instructor about specifics in the Business Technology Department.

Job Connections Online Placement Services: <http://jobs.hccs.edu/>

Students and Alumni of the Houston Community College System can post resumes and search jobs online. Registration is free.

COMPUTER APPLICATIONS II
POFI 1341

WEEKLY SCHEDULE OF ASSIGNMENTS

WORD

Week 1 Chapter 1 – Working with Templates, Styles and Charts

Project 1A:

Class Assignments: Objectives 1-3

Project 1B

Class Assignments: Objectives 4-6

Week 2 Chapter 2 – Creating Form Letters in Groups

Project 2A:

Class Assignments: Objectives 1-2

Project 2B:

Class Assignments: Objectives 3-6

Week 3 Word Test

EXCEL

Week 4 Chapter 3 – Using Templates, Range Names, and Lookup Functions

Project 3A:

Class Assignments: Objectives 1-4

Project 3B

Objectives 5-8

Week 5 Chapter 4 – Importing Data and Using Excel as a Database

Project 4A:

Class Assignments: Objectives 1-2

Project 4B

Objectives 3-4

Week 6

Chapter 5 – Summarizing Data and Making Business Decisions

Project 5A:

Class Assignments: Objectives 1-2

Project 5B

Class Assignments: Objectives 3-5

Week 7 EXCEL TEST

ACCESS

Week 8

Chapter 6 – Designing and Building a Relational Database

Project 6A:

Class Assignments: Objectives 1-3

Project 6B:

Class Assignments: Objectives 4-6

Week 9

Chapter 7 – Automating Data Entry with Forms

Project 7A:

Class Assignments: Objectives 1-2

Project 7B:

Class Assignments: Objectives 3-5

Week 10—Spring Break

Week 11

Chapter 8 – Customizing Data Output with Reports

Project 8A:

Class Assignments: Objectives 1-2

Project 8B:

Class Assignments: Objectives 3-5

Week 12

ACCESS TEST

POWERPOINT

WEEK 13

Chapter 9 – Enhance a Presentation with Advanced Table, Chart, and Animation Techniques

Project 9A:

Class Assignments: Objectives 1-2

Project 9B:

Class Assignments: Objectives 3-4

WEEK 14

Chapter 10 – Delivering Custom Presentations

Project 10A:

Class Assignments: Objectives 1-2

Project 10B:

Class Assignments: Objectives 3-4

WEEK 15**Chapter 11 – Creating Templates, Photo Albums, and Web Pages**

Project 11A:

Class Assignments: Objectives 1-2

Project 11B:

Class Assignments: Objectives 3-4

Week 15 PowerPoint Test**Week 16 Final Exam**

Notes: Suggested tests are the Point Counted Production Tests
Also, the Scans tests are excellent and the grading scale is in the rubric.

Other notes: The questions at the end of each chapter should be included with the assignments and the tests.

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 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 _____

Have you filed a degree plan? _____ Yes No _____ (If no, please see your instructor or Business Technology Department Chair.)

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.

Microsoft Office 2007

Introductory Course

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

1. 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.
2. Thinking Skills—Creative thinking, decision makes, 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.
3. 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.