

Concurrent Enrollment Course Outline-CAPS 141/Computer Applications

High School Name: Computer Applications

Credit Hours: 1

Date Proposal Submitted/Prepared: May 2014

Student Audience/Grade Levels: 9-12

Instructor: Lori Tankalavage
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Semester(s) Offered: Full Year (September-June)

TC3 Course #: CAPS 141

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TC3 Course Title: Intro. To Presentation Software

Course Description: An introduction to the operation and uses of presentation software that covers topics related to the objectives used for the Microsoft Office User Specialist (MOUS) Core Exam in PowerPoint. Topics include creation of a presentation, insertion and modification of text, insertion and modification of visual elements, modification of presentation formats, customizing slide formats, printing presentation, working with data from other sources, management and delivery of presentation, and workgroup collaboration.

Course Prerequisites: There is no pre-requisite for this course.

Minimal Basic Skills Needed to Complete Course Successfully: Keyboarding: Students in Computer Applications will have already completed instruction in keyboarding (OFFC 101-College Keyboarding and Document Processing). Students will also typically have taken the portion of the course dedicated to Microsoft Word and Excel.

Overall Course Goals: By successfully completing this course, the student will:

1. Learn the basic uses of presentation software and become familiar with the basic functions.
2. Be able to launch a presentation software application, create a presentation that incorporates basic functions and styles, and modify and customize presentations.

Course Objectives:

- Create presentations (manually and using automated tools)
- Add slides to and delete slides from presentation
- Modify headers and footers in the Slide Master
- Import text from Word
- Insert, format, and modify text
- Add tables, charts, clip art, and bitmap images to slides
- Customize slide backgrounds
- Add Office Art elements to slides
- Apply custom formats to tables
- Apply formats to presentations
- Apply animation schemes
- Apply slide transitions
- Customize slide templates
- Manage a Slide Master
- Rehearse timing
- Rearrange slides
- Mollify slide layout add links to a presentation

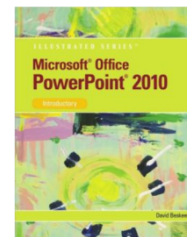
- Preview and print slides, outlines, handouts, and speaker notes
- Import excel charts into slides add sound and video to slides insert word tables on slides export a presentation as an outline
- Set up slide shows deliver presentations

Social/Global Awareness Outcomes:

- Students will understand that their actions have social, economic and environmental consequences.

The course will address these outcomes via sharing of electronic information, sharing of electronic documents/confidentiality, production costs, and environmental waste.

Required Texts and Materials/Optional Materials as Appropriate: Microsoft Office PowerPoint 2010, Illustrated Series (Introductory) by David W. Beskeen. © 2011 Course Technology, Cengage Learning. Each student needs access to a computer with Microsoft PowerPoint 2010 software and internet access.



Other Equipment or Materials: None

Class Modalities/Alternative Learning Strategies: This class is designed to be taught over the course of about 10 weeks, 42 minutes per day. There will be some lecture, but most of the time will be spent hands-on, working on assignments (either teacher-designed or from the text) and projects. The instructor will be available and will interact with the students and assist them with problems they may encounter in completing the assignments.

Methods of Assessment/Evaluation:

Method	% of Course Grade
Classwork/Daily Participation	40%
Assignments/Projects	60%

Required Readings, Presentations, Written Assignments, etc.:

Assignment/Project	Expectations	Duration
Unit A in textbook	Define presentation software, plan an effective presentation, examine the PowerPoint window, enter slide text, add a new slide, apply a design theme, compare presentation views, and print a PowerPoint presentation. Students will also complete the Concepts Review and Skills Review exercises.	5 days
All About Me Project	Students will create a minimum 6 slide presentation on themselves. Focus of slides should include title slide, an overview, family, interests, aspirations, and ending slide. Students will include automatic custom animation, slide transitions, and will present to the class.	4 days
Unit B in textbook	Enter text in the outline tab, format text, convert text to SmartArt, insert and modify shapes, edit and duplicate shapes, align and group objects, add slide headers and footers, use proofing and language tools. Students will also complete the Concepts Review and Skills Review exercises.	4 days
Unit C in textbook	Insert text from Microsoft Word, insert clip art, insert and style a picture, insert a text box, insert a chart, enter and edit chart data, insert a table, insert and format WordArt. Students will also complete the Concepts Review and Skills Review exercises.	4 days

Unit G in textbook	Create custom tables, design a SmartArt graphic, format a SmartArt graphic, insert clip art video, insert a sound, use macros, add action buttons, insert a hyperlink. Students will also complete the Concepts Review and Skills Review exercises.	4 days
Biography Project	Students will create a slideshow on a person they admire. Requirements include education, personal and professional background, impact on society/importance, significant accomplishments. Students must also include a hyperlink and an audio clip. Students will present their projects.	6 days
Expert on the Topic Project	Students will research a chosen (approved) topic to become an expert on and create a PowerPoint presentation. This project will be extensive and require the use of all skills learned including but not limited to: inserting video, hyperlinks, images, excel charts, automatic custom animation and thorough information. Presentations should be 20-25 minutes long.	20 days
Various days	Extra days will be left in the schedule for assemblies, fire drills, emergency days, and extra days that may be needed to complete projects.	3 days

Statement of Academic Integrity: Students will adhere to the guidelines set for the in the Cincinnatus Central Student Handbook as well as the District's Internet Acceptable Use Policy.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote or bibliography. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own—such as cheating on a test, submitting for credit a paper/project written by another person, or forging and advisor's signature—is intellectually dishonest and deserving of censure.

Tompkins Cortland Community College's Statement of Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paper such as registration forms.

Make-up Policy/Late Work: Due to absences from class, late work will be accepted without penalty, 1 day late for each day of absence. Otherwise, there will be 5-10 points deducted, depending on the project, for each day the work is late.

Attendance Policy: Forty percent of the student's grade is classwork/participation. Each day of class is worth 20 points. If the student is not present, they cannot receive points for that day. Points may be made up outside of class time during study halls, lunches, before and after school.

Course Content Presented in Units or Segments: (Provide a listing by either week or class session of the respective topic(s) that will be covered during that time frame. If there are particular readings or homework assignments required each week, please list those also.)

Evaluation/Grading System: (Provide a summary of how the final grade will be determined. This would include a list of the course requirements and their respective weighing in the course. Either a point or a percentage system is typically utilized. The TC3 master course syllabus may specify the grading criteria that must be followed by all instructors of an individual course.)

Statement of Academic Integrity: (Provide your students with your school's policies and procedures and delineate clearly how you address first-time and subsequent academic infractions within your course (including, but not limited to, reduction in grade, elimination of grade, failure for the course). For reference, please refer to TC3's statement of academic integrity below.)

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Make-Up Policy/Late Work: (Provide your policy for submission of any late work and whether you provide make-up examinations.)

Attendance Policy: (Provide your schools policy on attendance and include that to maintain good grades, regular attendance in class is necessary.)

Student Responsibilities: (Your expectations about the involvement of students in the learning experience should be positively and specifically stated here.)