

## Concurrent Enrollment Course Outline-CAPS 111/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  
Mary Warner

**Semester(s) Offered:** Full Year (September-June)

**TC3 Course #:** CAPS 111

**Instructor e-mail and/or phone #:**  
ltankalavage@cc.cnyric.org 607.863.4343  
mwarner@cc.cnyric.org 607.863.4499

**TC3 Course Title:** Introduction to Word Processing

**Course Description:** An introduction to the operation and uses of a word-processing program that covers topics related to the objectives used for the Microsoft Office User Specialist (MOUS) Core Exam in Word. Topics include inserting and modifying text, creating and modifying paragraphs, formatting documents, managing documents, working with graphics, 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).

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

1. Develop an understanding of the operations and uses of word processing software.
2. Become familiar with the terminology and use of the Windows Operating system and Microsoft Word;
3. Be able to launch a word processing application and exhibit familiarity with the basic functions including: starting and exiting, saving, retrieving printing files, editing documents, using writing tools, and formatting documents.

**Course Objectives:**

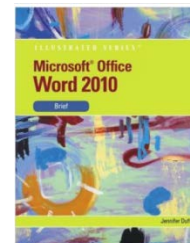
- Inserting, modifying, and moving text and symbols
- Applying and modifying text formats
- Correcting spelling and grammar usage
- Applying font and text effects
- Entering and formatting date and time
- Applying character styles
- Modifying paragraph formats
- Setting and modifying tabs
- Applying bullet outline, an numbering formats to paragraphs
- Applying paragraph styles
- Creating and modifying headers and footers
- Applying modifying column setting
- Modifying document layout and page setup options
- Creating and modifying tables
- Managing documents
- Managing files and folders for documents
- Creating documents using templates
- Saving documents using different names and file formats
- Inserting images and graphics

- Creating and modifying diagrams and charts
- Workgroup collaboration
- Inserting, viewing and editing documents
- Converting documents into webpages

#### **Social/Global Awareness Outcomes:**

- Students will begin to understand how their lives are shaped by the complex world in which they live.
- 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 Word 2010, Illustrated Series (Introductory) by Jennifer Duffy. © 2011 Course Technology, Cengage Learning. Each student needs access to a computer with Microsoft Word 2010 software and internet access.

**Other Equipment or Materials:** Networked Scanner, digital camera

**Class Modalities/Alternative Learning Strategies:** This class is designed to be taught over the course of about 14 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 text	Understand word processing software, explore and navigate the Word program window, start a document, save a document, select text, format text with/without the mini toolbar, create a document using a template, close a document and exit the software	4 days
Interview a classmate	Students will interview a classmate with preset questions as well as additional questions the interviewer creates. Answers will be written down. Students will create a new document, enter text from the answers given and put in proper paragraph format, format text, use digital camera, download images, insert images from H: drive, insert clipart. Students will print document and present it to the class.	5 days
Cincy Lion WordArt & Clipart	Instruction will be given on formatting Wordart and clipart including formatting fill, lines, layering, transparency. Students will create a "scene" of a lion among savannah grasses and include word art that promote Cincinnatus Central School spirit.	3 days
Life Story	Students will create a narrative in Word that describes their life in 3 paragraphs, past, present, and future, respectively. Digital pictures, as well as scanned pictures/memorabilia, WordArt and clip art will be used to design this one page document.	6 days
Children's Book	Students will receive instruction on booklet format, automatic page numbering, printing in booklet format, and inserting and formatting text boxes prior to this assignment. Students will create a storyboard that displays a simple children's story in 10-12 pages. The text will then be used to create a children's storybook with the text in textboxes and clipart used to illustrate the pages. An author page will be included at the end of the book.	8 days
Family Tree	Instruction will be given on inserting shapes and lines, with	7 days

	emphasis on consistency and detail. Students will complete a few practice exercises before starting the project. Students will create a family tree of 3 generations with names and birthdays, designed using shapes and lines which are formatted using color, gradients, and line weights.	
Tabs/Booklet Project	Students will receive instruction on setting the various types of tabs, formatting tabs, leaders, and inserting various page borders. Students will create, in booklet format, a pricing guide to 45 of their favorite products. Items will be grouped by category and will display each item name indented with a custom tab followed by a price preceded by a dotted leader. Prices will be in currency format and will be right-aligned. Page borders, clip art and word art will be used to design the booklets and give them a professional look.	7 days
Unit E from textbook	Creating and Formatting Tables—students will complete the assignments in Unit E and also complete the Concept Review and Skills Review at the end of the chapter. Students will learn how to insert a table, insert/delete rows and columns, modify rows and columns, sort table data, split and merge cells, perform calculations in tables, apply a table style, and create a custom format for a table.	4 days
Personal Class Schedule Table	Students will create and design a 3 column table that displays their daily school schedule by period and teacher. Borders and shading are required.	1 day
Keyboard Shortcuts Table	Students will research keyboard shortcuts on the Internet and in Word and create a table that displays the 25 shortcut keys to press, what the shortcut is used for, whether it's primarily used in Word or Windows, and cite the sources. Borders and shading are also requirements.	4 days
Unit D from textbook	Students will learn more technical formatting skills which include setting document margins, creating sections and columns, inserting page breaks, inserting page numbers, adding headers/footers, adding footnotes and endnotes, inserting citations, managing sources, and creating a bibliography. Students will also complete the Concept Review and Skills Review at the end of the chapter.	5 days
3-Column Brochure	Students will research and create a 2-sided, 3-column brochure on a topic of their choice. Requirements will include .5 margins, wordart, clipart/images, and plenty of organized information to inform the reader on chosen topic. Many skills acquired from the course should be used to complete this project.	8 days
Unit F in textbook	This chapter will be used for review and reinforcement, but a few concepts will be new. Concepts for this chapter include insert a graphic, size and scale a graphic, position a graphic, create text box, create wordart, draw shapes, create a chart, finalize page layout. Concept review and skills review will also be completed.	4 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.	5 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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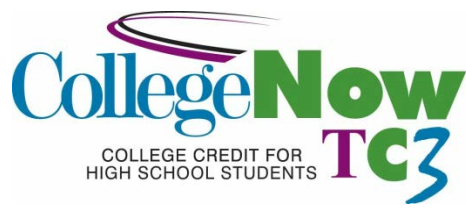
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**Make-Up Policy/Late Work:** (Provide your policy for submission of any late work and whether you provide make-up examinations.)

**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.)



## Concurrent Enrollment Course Outline-CAPS 121/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  
Mary Warner

**Semester(s) Offered:** Full Year (September-June)

**TC3 Course #:** CAPS 121

**Instructor e-mail and/or phone #:**  
ltankalavage@cc.cnyric.org 607.863.4343  
mwarner@cc.cnyric.org 607.863.4499

**TC3 Course Title:** Introduction to Spreadsheets

**Course Description:** An introduction to the operation and uses of a spreadsheet program that covers topics related to the objectives used for the Microsoft Office User Specialist (MOUS) Core Exam in Excel. Topics include working with cells and cell data, managing workbooks, formatting and printing worksheets, modifying workbooks, creating and revising formulas, creating and modifying graphics, 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 also taken the portion of the course dedicated to Microsoft Word.

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

1. Learn the basic uses of an electronic spreadsheet and become familiar with the basic functions.
2. Be able to launch a spreadsheet application, create a spreadsheet that incorporates basic spreadsheet functions and formulas and create charts from entered or calculated data.

**Course Objectives:**

- Insert, delete, and move cells
- Enter and edit cell data including text, numbers, and formulas
- Check spelling
- Find and replace cell data and formats
- Work with a subset of data by filtering lists
- Manage workbook files and folders
- Create workbooks using templates
- Save workbooks using different names and file formats
- Apply and modify cell formats
- Modify row and column settings
- Modify row and column formats
- Apply styles
- Use automated tools to format worksheet
- Modify page setup options for worksheets
- Preview and print worksheets and workbooks
- Create and revise formulas
- Use statistical, date and time, financial, and logical functions in formulas
- Create modify, position, print charts
- Create, modify and position graphics

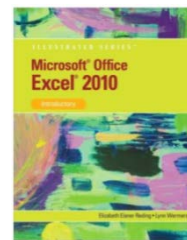
- Convert worksheets into webpages

### 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 Excel 2010, Illustrated Series (Introductory) by Elizabeth Eisner Reding & Lynn Wermers. © 2011 Course Technology, Cengage Learning. Each student needs access to a computer with Microsoft Excel 2010 software, Jing 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	Understand spreadsheet software, tour the Excel 2010 window, understand formulas, enter labels and values and use the sum button, edit cell entries, enter and edit a simple formula, switch worksheet views, and choose print options. Concept Review and Skills Review will also be completed.	4 days
Creating a Sales Chart	There will be instruction on a basic sales chart: how to calculate total sales, total cost, revenue per item, and profit per item when given how many items were sold, item cost, and item selling price. The students create a sales chart for an imaginary store they own that has at least 5 items in stock. They will complete all calculations above and also total profit for 3 months of sales.	4 days
Unit D in textbook	Plan a chart, create a chart, move and resize a chart, change the chart design, change the chart layout, format a chart, annotate and draw on a chart, create a pie chart. Concept Review and Skills Review will also be completed.	3 days
M&M Activity	Students will each be given a "scoop" of M&Ms candies. They will separate the candies by color and count how many of each color they have. The data will then be entered into a spreadsheet that the student creates. From that data, the students will create both a pie chart and a column chart showing the comparison between how many of each color they have. Each chart must have proper titles, labeling, and color coded according to the color of the candies.	2 days
Unit B in textbook	Create a complex formula, insert a function, type a function, copy and move cell entries, understand relative and absolute cell references, copy formulas, round a value with a function.	4 days
Basketball Points Percentages	Students will be given data from an imaginary basketball game with player's names and how many points were scored by each player. Students will input the data, use auto sum to calculate the total number of points scored, and then include a column that calculates each player's percentage of points. The formula	3 days

	will reflect the use of an absolute cell reference as the formula should be autofilled down the column. A labeled pie chart with then be created from the data.	
Calculating Loan Payments	<p>Students will be instructed on how to calculate loan payments given loan terms and amount borrowed. Students will have the opportunity to practice calculating the monthly payment as well as how much will have been paid over the life of the loan, and how much interest will be paid. There will be many varying examples to practice on. Students will then get to research a couple of vehicles they would like to “purchase.” They will create the spreadsheet themselves and calculate all necessary items.</p> <p>Mortgage payments will also be covered in this unit with both monthly and biweekly payments, and varying loan terms. There will be practice items and again, the students will be able to choose their dream homes and make all necessary calculations.</p>	8 days
Unit E in textbook	Format data using text functions, sum a data range based on conditions, consolidate data using a formula, check formulas for errors, construct formulas using named ranges, build a logical formula with the IF function, build a logical formula with the AND function, calculate payment with the PMT function.	4 days
Personal Database	Students will be instructed on sorting and filtering. Students will create a personal database that lists at least 25 unique items that are categories by two criteria. (ie, cd titles, categorized by genre and artist). Students will sort all items alphabetically by the item names. They will then filter by a criteria in one of the category columns and save that list. Restore entire list and repeat for the other category criteria. All three files will be emailed to instructor.	4 day
Trip Around the World	Students will use excel to keep track of expenses incurred on an imaginary trip around the world to 3 locations and returning back home. Students will keeps track of costs with plane tickets, hotel per night, car rental per day, sightseeing and food. Students also need to keep track of dates of travel, companies used, and totals incurred for each location. Location totals will be linked using formulas to a grand totals page.	5 days
Tutorial using Jing Software	Students will review various tutorials on YouTube. They will then decide on a skill/task they would like to teach in a tutorial. They will write a script and plan their movements in the program. When ready, the students will record their tutorial using a microphone and Jing software. Students will present their tutorials to the rest of the class for review.	5 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.	4 days

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**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.)

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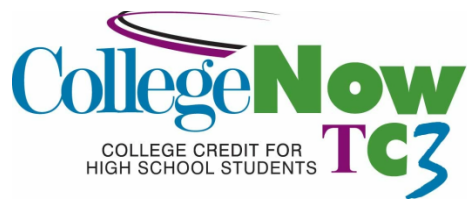
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**Make-Up Policy/Late Work:** (Provide your policy for submission of any late work and whether you provide make-up examinations.)

**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.)



## 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  
Mary Warner  
Melissa Norman

**Semester(s) Offered:** Full Year (September-June)

**TC3 Course #:** CAPS 141

**Instructor e-mail and/or phone #:**  
ltankalavage@cc.cnyric.org 607.863.4343  
mwarner@cc.cnyric.org 607.863.4499  
mnorman@cc.cnyric.org 607.863.3200

**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

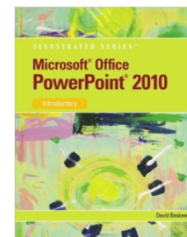
- Preview and print slides, outlines, handouts, and speaker notes
- Import excel charts into slides add sound and video to slides insert word tables on slides export a presentation as an outline
- Set up slide shows deliver presentations

#### **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

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**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.)

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**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.)

#### **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 paperwork such as registration forms.

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. 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 written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

**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.)