

## 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

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**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:**

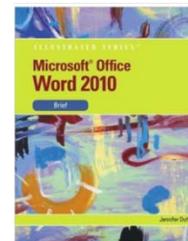
- Inserting, modifying, and moving text and symbols
- Applying and modifying text formats
- Correcting spelling and grammar usage
- Applying font and text effects
- Entering and formatting date and time
- Applying character styles
- Modifying paragraph formats
- Setting and modifying tabs
- Applying 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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**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.)