BSOTC121 : Beginning Word

General Information

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Attachments:	BSOT111-MS Word I.docx
Course Code (CB01) (CB01) :	BSOTC121
Course Title (CB02) (CB02) :	Beginning Word
Department:	Business Information Technolog
Proposal Start:	Fall 2019
TOP Code (CB03) :	(0514.00) Office Technology/Office Computer Applications
SAM Code (CB09) (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) (CB00) :	CCC000215604
Curriculum Committee Approval Date:	10/02/2015
Board of Trustees Approval Date:	11/03/2015
External Review Approval Date:	11/03/2015
Course Description:	This course provides the learner with a basic understanding of word processing with Microsoft Word, including document creation, formatting, and editing. Learners create, edit, and format business letters, multiple-page reports, newsletters, and cover letters. This course begins preparation for the Microsoft Office User certification exam for Word.
Submission Type:	Change to Content
	Revise Course Description, Input C-ID, Method of Instruction, Method of Evaluation, and Delivery Methods, Textbook, and Distance Education. Credit by exam is also added.

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)
Additional Bachelors or Associates Discipline:	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)

Course Development Options

Basic Skills Status (CB08) (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13) (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade methods

☑ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

It is possible that students may come into the program with MS Word Certification and if so, we want to recognize existing skills.

Retake Policy Description

No value

☑ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type
CC HCRS Administrative Medical Assisting	Certificate of Achievement
CC HCRS Medical Assisting	A.S. Degree Major
CC Office Clerk	Certificate of Achievement
CC Business Office Technology	A.S. Degree Major
CC Business Office Technology-	Certificate of Achievement

Transferability & Gen. Ed. Options

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID	Categories	Transferability Status	Comparable Course
Office Technology/Business Information Worker	C-ID discipline	Pending	BSOT111

Units and Hours

Summary

Minimum Credit Units (CB07) (CB07) 1	**Total Course In-Class (Contact) Hours** 36	**Total Student Learning Hours** 54
Maximum Credit Units (CB06) (CB06) 1	**Total Course Out-of-Class Hours** 18	**Faculty Load** -

Credit / Non-Credit Options

Course Credit Status (CB04) (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22) (CB22)

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code (CB11) (CB11)

Funding Agency Category (CB23) (CB23)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0.5	1
Lab Hours	1.5	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	9
Lab	27
Activity	-
Total	36
Course Out-Of-Class Hours	
Lecture	18
Lab	-
Activity	-
Total	18

Time Commitment Notes for Students

No value

Faculty Load

Extra Duty: -

Faculty Load: -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites

Advisory

ENGLC101 - Freshman Composition

In this course students read technical material including textbooks and other sources and prepare for effective written communication in the workplace. Critical Thinking reports are included in the assignments and college level reading and writing skills are expected. Effective writing skills are considered in all written work during the grading process.

English 101's focus on critical reading, writing, and effective use of language prepares students for the rigor of academic discourse in this course. In English C101 students write expository and argumentative essays that respond to a variety of rhetorical situations and incorporate university-level research. The course emphasizes critical reading, effective use of language, and analysis of university-level concepts presented in outside sources.

Entrance Skills

Skill	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale

No value	No value

Specifications

Methods of Instruction	Methods of Instruction Rationale
Discussion	Students post reports four times (minimum) describing problem solving strategies they have encountered in their work. The writing has a specific structure that is requested.
Laboratory	Students complete four textbook projects, four reviews, four trainings, eight SAM projects, and four exams. A capstone project is also completed.
Lecture	Lecture notes are written to describe module concepts. Students also view PowerPoint presentations with content from each module.
Problem Solving	Problem solving is recognized through assigned posts that are shared with other students.
Skills Development and Performance	Students complete module work in the form of projects that are followed by review. Opportunity is given to repeat work to the level of a pass. Students then proceed to further training and projects using Skills Assessment Management, giving opportunity to repeat newly learned skills to the point of mastery

Assignments

A. Text readings: For example, students will read tutorial chapters such as Tutorial One, Creating a Document.
B. Preparation of project work: Students complete document preparation from Tutorial instructions. This work is graded by the instructor and feedback is provided.
C. SAM Training, Projects, and Exams. Students complete training using Skills Assessment Management (SAM) software. The training provides an environment in which students perform tasks on the computer using a Word simulated environment. Training includes demonstration leading to mastery of specific skills.

Methods of Evaluation	Methods of Evaluation Rationale
Homework	Creation of documents: Students create documents that demonstrate skills throughout the course. Production is graded by rubric.
Project	Students complete module work in the form of projects that are followed by review. Opportunity is given to repeat work to the level of a pass. Students then proceed to further training and projects using Skills Assessment Management, giving opportunity to repeat newly learned skills to the point of mastery.
Final Exam	Open book final exams in SAM contribute to practical understanding of the material and the use of available resources (index, help, and tutorials) to find information.
Other	Students report on special instances of engaging in the process of problem solving, exploring beyond basic features, and troubleshooting, when performing application software tasks.
Distance Education Description: how outcomes are evaluated	Students are to complete all weekly assigned activities designated in the learning management software and using SAM as detailed above, which is identical to what would be completed if the course were offered in a classroom.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Shaffer, A. and Pinard, T	Microsoft Office 365 Word 2016 Comprehensive	Cengage Learning	2016	978-1-205-88146-4

Other Instructional Materials

Description	Software: Microsoft. Microsoft Word , 2016 or better ed. -Microsoft Word is part of the Microsoft Office application program package. Word is the primary spreadsheet software used by business and industry.
Author	No value
Citation	No value

Description

Students require a SAM (Skills Assessment Management) account code. This code is good for 12 one-unit courses in the program. The code is valid indefinitely.

Author	No value
Citation	No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Apply basic word processing formatting features to create, edit, merge, and print documents including business and cover letters, multiple page reports, newsletters.

Expected SLO Performance: 75.0

Manage files and folders for efficient saving and retrieval of word processing documents.

Expected SLO Performance: 75.0

Apply basic features of working with images, graphics, Smart Art, and Word Art in documents including inserting, cropping, drawing, and resizing.

Expected SLO Performance: 75.0

Determine and apply appropriate problem solving techniques using Help and reference material off and online for successful creation of basic documents using Microsoft Word.

Expected SLO Performance: 75.0

Outline

Outline

1. Creating a document
   - Create and open a document
   - Print and print preview
2. Envelopes and labels
   - Create an envelope
   - Create labels
   - Inside and return address
   - Print and print preview envelopes and labels
3. Practicing good file management
   - Unzip, extract, Save As, Save
   - Organize files in folders
4. Using spelling and grammar checker and the thesaurus
   a. Spell checker
   b. Grammar checker
   c. The thesaurus
   d. Proofreading
5. Editing and formatting a document
   a. Fonts and styles
   b. Format painter, paragraph spacing, line spacing, find and replace
   c. Paragraph management, tabs, bullets, numbers, alignment, borders, and shading
   d. Cut, copy, and paste using clipboard
6. Creating a multiple page report
   a. Outlines,
   b. Headers and footers
   c. Page numbering
   d. Section breaks
   e. Title pages
7. Desktop publishing
   a. Columns
   b. Graphics, clip art, WordArt
   c. Page borders
   d. Hyperlinks, special characters
8. Mail Merge
   a. Main documents
   b. Data sources
   c. Merge fields
   d. Merged documents
9. Problem Solving,
   a. Attention to detail
   b. Using resources
   c. Proofreading

Lab Outline

In lab hours, students create projects demonstrating the ability to master topics presented in the course.
1. Students complete reinforcement for specific skills covered in SAM training (Skills assessment management)
   a. Creating a document
   b. Creating envelopes and labels
   c. Practicing good file management
   d. Using spelling and grammar checker and the thesaurus
   e. Editing and formatting a document
   f. Creating a multiple page report
   g. Desktop publishing
   h. Mail merge
2. Students use skills covered in the lecture portion of the course to practice the following:
   a. Write a business letter with envelope.
   b. Format a flyer with graphics and special fonts
   c. Edit an academic document according to MLA Style
   d. Create a multiple page report with section breaks, headers, footers, and graphics
   e. Create a merged cover letter, a phone directory, and lists using merge
3. Students write critical thinking reports in memorandum format stemming from problem solving the features and uses of Word.

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All paper assignments are identical to those in an onsite class, except that they are uploaded to the course shell into a learning management system as an attachment. Weekly class discussions are conducted by means of online discussion forums within a learning management system. Uploaded quizzes or exams accessible through the class web site are used. Feedback in online discussion forums and through e-mail is used. Substantive critiques of all essays and at least general responses to discussion posts are provided. Rubrics, stated in the syllabus, are used to evaluate online discussion work but are not required. As with any on-ground class, departmental rubrics are used to guide the assessment of essays.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) - Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.
Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.
Student-Student contact will include the following: discussion forums.
Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

The class size is from 25 to 45 students.