

Cerro Coso College
Course Outline of Record Report
 05/07/2020

BSOTC129 : Microsoft Outlook

General Information

Author (s):	<ul style="list-style-type: none"> • Karen O'Connor • Kinnan, Tammy • Timpone, Frank
Course Code (CB01) (CB01) :	BSOTC129
Course Title (CB02) (CB02) :	Microsoft Outlook
Department:	Business Information Technolog
Proposal Start:	Fall 2020
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) :	CCC000557223
Curriculum Committee Approval Date:	10/18/2019
Board of Trustees Approval Date:	12/12/2019
External Review Approval Date:	12/12/2019
Course Description:	<p>This course introduces personal management software and use of Microsoft Outlook functions. Topics include management of e-mail, organization of contacts, creation and scheduling of events using the calendar, and creation and management of tasks for personal and business use. Customization of Outlook features is also covered.</p>
Submission Type:	<p>Change to Content</p> <p>Revise Course Description, Input C-ID, Method of Instruction, Method of Evaluation, SLO achievement level increase and one SLO removed, Delivery Methods, Textbook, and Distance Education. Last assessed Spring 2014: Updated instructions for Critical Thinking Post and added rubric. No other changes except updating to 2016 version of Office.</p>

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"> • Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)
Additional Bachelors or Associates Discipline:	<ul style="list-style-type: none"> • Computer Information Systems (Computer network installation, microcomputer technology, computer applications)

Course Formerly Known As

Course Formerly Known As

No Value

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
- Satisfactory Progress

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

If a student has Microsoft Certification in Outlook, we want to be able to give them equivalent credit.

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

CC Business Office Technology

A.S. Degree Major

CC Administrative Office Assistant

Certificate of Achievement

CC Business Office Technology-

Certificate of Achievement

Transferability & Gen. Ed. Options

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID

Office Technology/Business Information Worker

Categories

C-ID discipline

Transferability Status

Pending

Comparable Course

BSOT106



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
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Course Classification Code (CB11) (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10) (CB10)
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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
<p>Advisory CSCIC070 - Computer Literacy</p> <p>Students entering this class must be able perform the following on a computer:</p> <ul style="list-style-type: none"> • Differentiate between the operating system programs and the Internet • Use a browser • Perform file-management tasks, including navigation, saving, finding files, creating folders • Send and receive email • Find application programs and start them • Unzip and extract files • Differentiate between Word, Excel, and other Office Programs <p>CSCIC070 Computer Literacy fully prepares students for these tasks through a series of lessons and assignments.</p> <p>AND</p> <p>Advisory ENGLC101 - Freshman Composition</p> <p>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.</p> <p>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.</p>

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
Lecture	Lecture notes are provided that include language to describe course concepts. Students also view PowerPoint presentations with content from each module.
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.
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.
Problem Solving	Problem solving is recognized through assigned posts that are shared with other students.
In-class writing	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. All written communication is graded for proofreading skills. Grammar and spelling tips are provided.
Instruction through examination or quizzing	A practical exam is completed on module concepts via a simulated Outlook environment.
Assignments	
<p>A. Text readings: For example, students will read chapters such as Module One -- Managing Email Messages with Outlook.</p> <p>B. Preparation of project work: Students complete tasks using Outlook based on textbook assignments. This work is graded by the instructor and feedback is provided.</p> <p>C. SAM Training, Projects, and Exams: Students complete training at SAM (Skills Assessment Management) software. The training provides an environment in which students perform tasks on the computer using an Outlook simulated environment. Training includes demonstration leading to mastery of specific skills.</p>	
Methods of Evaluation	Methods of Evaluation Rationale
Participation	Students report on special instances of engaging in the process of problem solving, exploring beyond basic features and troubleshooting in the performance of application software tasks.
Final Exam	Concept and Skill Review - Project including 64 tasks from Chapters 1 and 2.
Homework	Hands-on Assignments - Project including 32 tasks from Chapter 2
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. Assignments are linked to outcomes assessment.
Equipment	
No Value	

Textbooks				
Author	Title	Publisher	Date	ISBN
Hoisington, C.	Microsoft Outlook 365 Intermediate/Shelly Cashman Series	Cengage Learning	2017	978-1-3-5-87114-4
Other Instructional Materials				
No Value				
Materials Fee				
No				

Learning Outcomes and Objectives	
Course Objectives	
No value	
CSLOs	
Compose, edit, attach, send, reply, and print electronic mail.	Expected SLO Performance: 75.0
Customize files, folders, and various areas of Outlook for efficient saving and retrieval.	Expected SLO Performance: 75.0
Create and modify contacts, electronic business cards, distribution lists, and secondary address books.	Expected SLO Performance: 75.0
Develop and manage appointments, meetings, events, tasks, and shared calendars.	Expected SLO Performance: 75.0
Identify and apply appropriate problem-solving techniques using the Help, Find, and Rule functions.	Expected SLO Performance: 75.0

Outline
Outline
<ul style="list-style-type: none"> A. Electronic Mail <ul style="list-style-type: none"> a. Creation b. Stationary c. Signature d. Attachments e. Sending and resending f. Replying

- g. Printing
- B. Contact Management
 - a. Creating and modifying contacts
 - b. Electronic business cards
 - c. Distribution lists
 - d. Secondary address book
 - e. Viewing and printing
- C. Managing scheduling
 - a. Navigating calendar
 - b. Creating appointments, meetings, and events
 - c. Sending meeting requests
 - d. Updating, canceling, and responding to meeting requests
 - e. Customizing calendar settings
 - f. Sharing a calendar
 - g. Viewing other calendars
- D. Task Management
 - a. Creating, modifying, and completing assigned tasks
- E. Managing Email efficiently
 - a. Configuring
 - i. Settings
 - ii. Message sensitivity and importance settings
 - iii. Security settings
 - iv. Message delivery options
 - b. Creating and managing signature and automated settings
 - c. Organizing folders
 - d. Creating modifying; and removing rules
 - e. Search feature
 - F. Categorizing and managing data files
 - a. Categories
 - b. Creation
 - c. Customization
 - d. Assignments
 - e. Sorting

Lab Outline

During the lab portion of the course; students complete projects involving the following topics

- A. Electronic mail
 - a. Create, send, reply to, and print email
 - b. Use stationary and attachments
- B. Contact management
 - a. Create and modify contacts
 - b. Distribution lists
 - c. Electronic business cards
- C. Manage schedules
 - a. Create calendar items
 - b. Share calendars
- D. Task Management
 - a. Create, assign, complete tasks
- E. Managing Email efficiently
 - a. Configuration and security settings
 - b. Email signatures
 - c. Rules management

d. Customization

Delivery Methods

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 to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

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? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

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 including student to student contact 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 projects 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 assignments.

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.

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 -Message -Other Contact - Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Newsgroup/Discussion Board

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?

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.

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.

- Learning management system

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.