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

## BSOTC151 : Intermediate Word

### General Information

| | |
|---|---|
| **Author (s):** | • Karen O'Connor<br>• Kinnan, Tammy<br>• Timpone, Frank |
| **Attachments:** | BSOT121-MS Word II.docx |
| **Course Code (CB01) (CB01) :** | BSOTC151 |
| **Course Title (CB02) (CB02) :** | Intermediate Word |
| **Department:** | Business Information Technolog |
| **Proposal Start:** | Fall 2020 |
| **TOP Code (CB03) :** | (0514.00) Office Technology/Office Computer Applications |
| **SAM Code (CB09) (CB09) :** | Clearly Occupational |
| **Distance Education Approved:** | Yes |
| **Course Control Number (CB00) (CB00) :** | CCC000001520 |
| **Curriculum Committee Approval Date:** | 10/18/2019 |
| **Board of Trustees Approval Date:** | 12/12/2019 |
| **External Review Approval Date:** | 12/12/2019 |
| **Course Description:** | This course provides an intermediate understanding of word processing concepts. Learners create, edit, and format documents including business plans, form letters, and mailing labels, and learn how to collaborate with others on the creation of complex documents. Features of templates, outlines, mail merge, and online distribution of web-based documents are also included. This course continues preparation for the Microsoft Office Application Specialist certification exam for Microsoft Word. |
| **Submission Type:** | Change to Content |
| | Revise Course Description, Input C-ID, Add Credit By Exam, Method of Instruction, Method of Evaluation, Delivery Methods, Textbook, and Distance Education. The SLO are not changed but the expected success is raised from 70 to 75%. Last assessed Spring 2014: Updated instructions for Critical Thinking Post and added rubric. No other changes except updating to 2016 version of Office. |

### 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 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**

- Letter Grade methods
- Pass/No Pass

☑ 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**

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**

**Categories**

| Transferability Status | Comparable Course |  |  |
|---|---|---|---|
| Office Technology/Business Information Worker | C-ID discipline | Pending | BSOT121 |

## 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)** | **Course Non Credit Category (CB22) (CB22)** | **Non-Credit Characteristics** |
|---|---|---|
| Credit - Degree Applicable | Credit Course. | No value |

| **Course Classification Code (CB11) (CB11)** | **Funding Agency Category (CB23) (CB23)** | ☐ Cooperative Work Experience Education Status (CB10) (CB10) |
|---|---|---|
| Credit Course. | Not Applicable. | |
| ☐ 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

### Prerequisite

BSOTC121 - Beginning Word

**Students should be able to accomplish the following tasks covered in BSOT C121 Beginning Word prior to taking BSOT C151 Intermediate Word:**
- Apply basic word processing formatting features to create, edit, merge, and print documents including business and cover letters, multiple page reports, newsletters.
- Manage files and folders for efficient saving and retrieval of word processing documents.
- Apply basic features of working with images, graphics, Smart Art, and Word Art in documents including inserting, cropping, drawing, and resizing.

## 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. |
| 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. |
| Demonstration | Students complete guided training in a simulated Word environment. |
| Problem Solving | Problem-solving is recognized through assigned posts that are shared with other students. |
| Instruction through examination or quizzing | A practical exam is completed on module concepts via a simulated Word environment. |
| 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. |
| Laboratory | Students complete four textbook projects, three reviews, three trainings, six SAM projects, and three exams. A capstone project is also completed. |

### Assignments

A. Text readings: For example, students will read modules such as Module Five, Working With Templates, Themes, and Styles.
B. Preparation of project work: Students complete document preparation from module instructions. This work is graded by the instructor and feedback is provided.
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 a Word simulated environment. Training includes demonstration leading to mastery of specific skills.

| Methods of Evaluation | Methods of Evaluation Rationale |
|---|---|
| Other | Problem-solving and critical-thinking reports: When performing application software tasks, students report on special instances of engaging in the process of problem-solving, exploring beyond basic features, and troubleshooting. |
| 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. |
| 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. |
| Homework | Creation of documents: Students create documents that demonstrate skills throughout the course. Production is graded by rubric. |
| Distance Education Description: how outcomes are evaluated | Students are to complete all weekly assigned activities designated in Canvas 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 |
|---|---|---|---|---|
| Shaffer, Ann; Pinard, K. | | | | |

| New Perspectives Microsoft Office 365 Word 2016 Comprehensive | Cengage Learning | 2017 | 978-1-305-88097-9 |
|---|---|---|---|

### Other Instructional Materials

| | |
|---|---|
| **Description** | Software: Microsoft Word 2016 or better edition. Microsoft Word is part of the Microsoft Office application software package. Word is the primary word processing software used by business and industry. |
| **Author** | No value |
| **Citation** | No value |

| | |
|---|---|
| **Description** | Students require one Skills Assessment Management (SAM) 2016 account code. This code is good for 12 1-unit courses in the BSOT program. |
| **Author** | No value |
| **Citation** | No value |

### Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Apply intermediate word processing formatting features to create styles, outlines, templates, table of contents, as well as advanced merge functions for form letters and mailing labels.
Expected SLO Performance: 75.0

Work effectively with documents in a collaborative setting by using features of tracking and comments, as well as compare and combine.
Expected SLO Performance: 75.0

Integrate elements of office products such as Microsoft Excel spreadsheets with word processing documents.
Expected SLO Performance: 75.0

Modify documents for online distribution.
Expected SLO Performance: 75.0

Identify and apply problem-solving techniques using Help and reference material for successful creation of intermediate level business documents using Microsoft Office products.
Expected SLO Performance: 75.0

## Outline

**Outline**

A.    Working with templates, themes and styles:
a.    Open a template
b.    Insert a Word file into a document
c.    Customize document themes
d.    Style sets
e.    Character and paragraph spacing

B.    Modifying a style

a.    Creating a new style
b.    Inspecting and comparing styles
c.    Creating table of contents
d.    Using the research task pane
e.    Translating text
f.    Creating and using a new template

C.    The mail merge process:

a.    Selecting a main document
b.    Creating a data source
c.    Inserting mail merge fields into a main document
d.    Editing and previewing a main document
e.    Completing a mail merge
f.    Editing a data source
g.    Sorting and filtering records
h.    Creating mailing labels and phone directory

D.    Working with tables:

a.    Converting tables to text and text to tables
b.    Creating multilevel lists
c.    Collaborating with others to create documents
d.    Track changes in a document
e.    Insert and delete comments
f.    Accept and reject changes
g.    Compare and combine documents
h.    Embed and modify and Excel worksheet
i.    Link an Excel chart
j.    Modify and update a linked chart
k.    Create bookmarks
l.    Insert and edit hyperlinks

E.    Creating web pages:

a.    Save a Word document as a Web page
b.    Format a Web document
c.    View a Web document in a Web browser

F.    Problem Solving, Attention to Detail, Using Resources, and Proofreading

**Lab Outline**

During in-class lab hours, students create projects demonstrating the ability to master topics presented in the course with one-on-one instruction by the faculty

A. Students complete training for specific skills in SAM (Skills assessment management)

B:  Students complete testing in SAM for topics included in this course

C: Students use skills covered in the lecture portion of the course to practice the following:

a. Create, edit, and work with templates
b. Perform all processes involved in mail merge creation of documents and edits
c. Create mail merge phone directories and lists
d. Work with tables to sort in multi-level lists
e. Create documents from collaborative sources
f.  Work with linked and embedded objects in Word
g. Create and edit web pages from Word documents

D:  Students write critical thinking reports in memorandum format stemming from problem solving the features and uses of Word

## 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.