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

## BSOTC161 : Advanced Word

### General Information

| | |
|---|---|
| Author (s): | • Karen O'Connor<br>• Kinnan, Tammy<br>• Timpone, Frank |
| Course Code (CB01) (CB01) : | BSOTC161 |
| Course Title (CB02) (CB02) : | Advanced 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) : | CCC000343855 |
| 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 advanced understanding of word processing with Microsoft Word, including creation of templates, macros, advanced table formatting, and use of long documents and subdocuments. Customizing and automating work and online forms are also covered. This course completes preparation for the Microsoft Office User exam for Word. |
| Submission Type: | Change to Content |
| | Revise Course Description, Input C-ID, Method of Instruction, Method of Evaluation, SLO achievement level, and Delivery Methods, Textbook, and Distance Education. Add credit by exam. 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

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## 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

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## Associated Programs

☑ Course is part of a program (CB24)

| Associated Program | Award Type |
|---|---|
| CC Business Office Technology | A.S. Degree Major |
| CC Business Office Technology- | Certificate of Achievement |

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## 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 | BSOT131 |

## 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)**

Credit Course.

☐ Variable Credit Course

**Funding Agency Category (CB23) (CB23)**

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10) (CB10)

### 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

BSOTC151 - Intermediate Word

Students exiting BSOT C151 will have the following abilities which will serve as a base for the advanced procedures included in BSOT C161.

1. 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.
2. Work effectively with documents in a collaborative setting by using features of tracking and comments, as well as compare and combine.
3. Integrate elements of office products such as Microsoft Excel spreadsheets with word processing documents.
4. Modify documents for online distribution.
5. Determine and apply problem solving techniques using Help and reference material for successful creation of intermediate level business documents using Microsoft Office products.

In BSOT C151 Students were able to complete the following tasks:

- Create, edit, and work with templates
- Perform all process involved in mail merge creation of documents and edits
- Create mail merge phone directories and lists
- Work with tables to sort in multi-level lists
- Create documents from collaborative sources
- Work with linked and embedded objects in Word
- Create and edit web pages from Word documents

## 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. |
| 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. |
| Laboratory | Students complete six textbook projects, three reviews, three trainings, six SAM projects, and three exams. A capstone project is also completed. |
| In-class writing | Students post reports three 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. |

### Assignments

A. Text readings: For example, students will read chapters such as Module Eight, Customizing Word and Automating Your Work.
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 |
| --- | --- |
| 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. |
| Participation | Problem-solving and critical-thinking reports: Students report on special instances of engaging in the process of problem-solving, exploring beyond basic features, and troubleshooting when performing application software tasks. |
| Homework | Creation of documents: Students create documents that demonstrate skills throughout the course. Production is graded by rubric. |
| Project | Projects: At the end of each module, a hands-on project is completed at the mastery level relevant to content for the chapter. |
| 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 |
|--------|-------|-----------|------|------|
| Shafer, A. & Pinard, K. | New Perspectives Microsoft Office 365 and 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 advanced word processing formatting features to customize word processing documents, create on-screen forms using advanced table techniques, and collaborate on management of long documents.**

Expected SLO Performance: 75.0

**Use Visual Basic for Applications (VBA) when creating macros in Word.**

Expected SLO Performance: 75.0

**Identify and apply problem-solving techniques and critical thinking using Help and reference material for successful creation of complex business documents using Microsoft Office applications.**

Expected SLO Performance: 75.0

| *ISLOs*<br>Core ISLOs | Students who are completing a program will be able to think critically and creatively and apply reasoning. |
|---|---|

## Outline

## Outline

A.    Customizing Word and Automating Your Work
a.    Working with photo color correction
b.    Picture compression
c.    Shapes with text
d.    Custom paragraph border
e.    Watermarks
f.    Creating columns of different widths
g.    Creating quick parts
h.    Manage building blocks
i.    Customize autocorrect
j.    Add document properties
k.    Insert field
l.    Trust center settings
m.    Record and run macros
n.    Edit macros using Visual Basic
o.    Import and run VB macros
p.    Record an auto macro
q.    Customize quick access toolbar and ribbon

B.    Creating online forms and advanced table techniques
a.    Plan and design an online form
b.    Merge and split cells
c.    Move gridlines
d.    Draw and erase borders
e.    Align and rotate text
f.    Format text and shade cells
g.    Content controls
h.    Insert content controls
i.    Modify placeholder text in a content control
j.    Testing content controls
k.    Cell referencing in formulas
l.    Formulas in a Word table
m.    Document protection
n.    Filling in an online form
o.    Fax and email a form

C.    Managing Long Documents
a.    Inserting subdocuments
b.    Creating subdocuments
c.    Split, merge, and unlink subdocuments
d.    Control text flow
e.    Automatic heading numbers and numbered captions
f.    Excel charts in the document
g.    Cross references
h.    Protecting a document with editing and formatting  restrictions
i.    Hidden data in a document
j.    Document accessibility
k.    Synchronous scrolling
l.    Advanced page numbering techniques
m.    Creating and Updating  an index and table of figures
n.    Editing table of contents using a field
o.    Compatibility
p.    Encryption
q.    Marking a document as final

## Lab Outline

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.   A forms-based brochure for customers who are having an event.
b.   A letter that uses custom quick parks, watermark, graphics, and fill-in fields.
c.    A custom designed form including content controls, formulas, using advanced table techniques.
d.    Long documents that contain sub-documents, including linked or embedded Excel charts, cross references, advanced page numbering, index, and table of contents and figures.

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 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.

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.**

Up to 45 students