

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: COMPUTING IN CHILD CARE SETTINGS
MODIFIED CODE: COM098 **SEMESTER:** ONE
PROGRAM: EARLY CHILDHOOD EDUCATION
AUTHOR: LYNN DEE EASON AND SHEREE WRIGHT
MODIFIED BY: SHELLEY MACEACHERN – CICE PROGRAM
DATE: JUNE 2003 **PREVIOUS OUTLINE DATED:** SPRING 2002
APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3
PREREQUISITE(S): NONE
HOURS/WEEK: 2

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School of Health and Human Services
(705) 759-2554, Ext. 689/603

I. COURSE DESCRIPTION:

This course is designed to provide students with the level of computer literacy needed to function in today's workplace. Utilizing a hands-on approach, internet, email, the concepts of microcomputer operating systems, and word processing applications will be introduced. A personal email account will be used throughout the course to facilitate good communications between students and faculty and simulate the modern work environment. Students will also be exposed to a variety of early childhood software packages and their usage within child care settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Access and navigate the software required to communication with co-workers using e-mail and browse the Internet.

Potential Elements of the Performance:

- Open an email program.
- Compose and send email messages to others on the same system and elsewhere.
- View, store, sort, delete, and print incoming messages.
- Reply to and forward incoming messages.
- Create and use distribution lists.
- Store commonly used addresses.
- Create and use distribution lists.
- Create a signature file.
- Attach files to email messages.
- Create and utilize mail folders.
- Open and exit an Internet browser (MS Internet Explorer).
- Recognize and use the hyperlinks.
- Key urls to reach special web pages.
- Use the history feature.
- Create and organize Favorites.
- Create a folder; move items into a folder; and delete a folder.
- Print and save web pages.
- Perform simple searches using a variety of search engines.

This module will constitute 20% of the course grade.

2. Demonstrate proficiency in operating a common word processing software package to prepare standard business documents.

Potential Elements of the Performance:

- Open and exit from MS Word 2000.
- Define wordwrap, overtyping, and insert mode.
- Move, insert, replace, select, highlight, and delete text.
- Scroll and navigate in a document.
- Check spelling and grammar in a document.
- Use AutoCorrect, Thesaurus, and Office Assistant.
- Preview and print a document.
- Create a document using both a template and a wizard.
- Apply fonts, effects, and animation to text.
- Use Format Painter and repeat a command.
- Indent text; change line and paragraph spacing.
- Insert bullets, numbering, and symbols.
- Set all types of tabs.
- Add borders and shading to text; apply styles; as well as create an outline-style numbered list.
- Find and replace text.
- Cut, copy, and paste text; as well as collect paste text.
- Insert a page break, insert and modify page numbers; change margins; change page orientation; and change views.
- Vertically align text.
- Create, modify, format, move, and apply borders and shading to a table.
- Change column widths and row heights.

This module will constitute 50% of the course grade.

3. Demonstrate proficiency in selecting and operating early childhood education software packages.

Potential Elements of the Performance:

- Install, run, and use a minimum of three early childhood software programs.
- Describe factors to consider when selecting early childhood software.
- Describe the importance of a computer center in the early childhood classroom.
- Describe the equipment required to set up a computer centre.

This learning outcome will constitute 10% of the course grade.

4. Demonstrate proficiency in using an up-to-date operating system for microcomputers.

Potential Elements of the Performance:

- Identify the objects on the Windows 2000 desktop.
- Practice mouse functions such as pointing, clicking, selecting, and right-clicking.
- Use the Windows 2000 Start button to run software programs.
- Explore the Windows 2000 Help system.
- Identify and use the controls in a window.
- Switch between programs using the taskbar.
- Use Windows 2000 controls such as menus, toolbars, list boxes, scroll bars, radio buttons, tabs, and check boxes.
- Format a disk.
- Enter, select, insert, and delete text using WordPad.
- Create and save a file; open and edit a file; and print a file.
- Move and copy a file; rename a file; and delete a file.
- Create a data disk.
- View the list of files on disk.
- Make a backup of a floppy disk.
- Create and organize folders.
- Navigate through the Windows 2000 hierarchy.

This learning outcome will constitute 20% of the course grade.

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in this order.

1. Internet and email
2. Word Processing Applications
3. Early Childhood Education Software Packages
4. Windows Operating System

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Marquee Series - Microsoft Word 2000, by Nita Rutkosky and Denise Seguin, published by EMCParadigm, 2001.

New Perspectives Series Microsoft Windows 2000 Professional (Brief) by June Jamrich Parsons; Joan and Patrick Carey; and Dan Oja, published by Course Technology, Inc., 2000.

Two manila file folders (letter size) to hand in assignments
Three 3 ½" high density disks
Two individual diskette pockets
Disk labels
Mouse pad
Disk carrying/storage case

V. EVALUATION PROCESS/GRADING SYSTEM:

Tests:

Test #1 Email and Internet	20%
Test #2 Word 2000	30%
Test #3 Word 2000	20%
Test #4 Windows 2000	20%

Assignments:

ECE software	10%
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Total

100%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field/clinical placement or non-graded subject areas.	

U	Unsatisfactory achievement in field/ clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without financial penalty.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Students are expected to be present to write all tests during regularly scheduled classes.

If a student is not able to be present for the test, s/he must call and leave a voice-mail message prior to the time of the test, in order for alternate arrangements to be made. (Call Ext. 679.)

If the student has not contacted the professor, the student will receive a mark of "0" on that test.

One hundred percent completion of all assignments is expected. Late assignments will not be accepted. The assignments are due at the beginning of the class on the due date.

A disk labeled with the student's name, professor's name, and the course name MUST be available with the assignment. At the professor's discretion, disks will be checked. Students are advised to maintain at LEAST one backup of all files. A lost or damaged diskette will not be an acceptable reason for a late or incomplete assignment.

All work must be labeled with the student's name and the project information on each page. All work must be submitted in a labeled folder complete with a plastic disk pocket.

During testing, the program's on-line help may be available. Tests will not be "open book." Students must ensure that they have the appropriate tools to do the test (i.e. diskettes, pencil, pen, etc.).

During tests, students are expected to keep their eyes on their own work.

Test papers will be returned to the student after grading in order to permit verification of the results and to review the tests. However, the student will be required to return all test papers to the professor who will keep them on file for one year.

Keyboarding proficiency is encouraged. Students who are unable to keyboard with a touch type technique are encouraged to use (or purchase) the *All the Right Type* typing tutor software located on the network and in The Learning Centre.

Academic dishonesty will result in a grade of zero (0) on the assignment or test for all involved parties.

Regular attendance is expected so the professor can observe work and provide guidance as necessary.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:

Preparation and Participation

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:

A. Tests may be modified in the following ways:

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.