SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

CICE COURSE OUTLINE

COURSE TITLE: Presentation Graphics

CODE NO. :	COM400	**SEMESTER:**	3
MODIFIED CODE:	COM094		

PROGRAM: Office Administration – Executive (Accelerated)

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MODIFIED BY: Wendy Anderson, CICE Program

DATE: June 2004   **PREVIOUS OUTLINE DATED:**   May 2003

APPROVED:

_____   _____

 DEAN   DATE

TOTAL CREDITS: 4

PREREQUISITE(S):   None

HOURS/WEEK: 4 Hours/7 Weeks

I.   COURSE DESCRIPTION:

Effective communication through text, charts, graphs, and diagrams is key in the business world today. Graduates will be able to use presentation software to prepare effective visual aids to highlight information presented in meetings, seminars, or lectures. Emphasis is placed on the use of the software.

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.   Create effective business presentations using presentation graphics software.

Potential Elements of the Performance:
- Plan, create and print a visual presentation using graphics software
- View, preview and run a presentation
- Add transitions and sound effects to a presentation
- Run a slide show automatically, set and rehearse timings for a presentation, and prepare a presentation in Outline view
- Edit presentations; insert and delete slides; copy slides; rearrange slides and objects within slides; and format slides in a presentation
- Draw, select, move, copy, delete, and size objects
- Group, ungroup, flip, rotate, distribute, and align objects
- Format slides using all the techniques available in the graphics software
- Create, format, and print speaker notes

This module will constitute approximately 20 percent of the course grade.

2.   Customize a presentation using Animation; WordArt; and link and embed objects such as Word and Excel documents.

Potential Elements of the Performance:
- Add animation effects to slides
- Insert, size, and scale clip art images in a presentation
- Create a watermark and a table in a slide
- Link slides in a presentation to a Web site, to Word documents, and import text from Word into a presentation
- Preview and publish a presentation to the Web and send a presentation via e-mail
- Enhance the visual appeal of PowerPoint presentations with text created in WordArt
- Edit, size, move, shape, and customize WordArt
- Draw and format objects in Word and Excel; as well as create an organizational chart in PowerPoint
- Link an Excel chart to a presentation and edit a linked object
- Embed and edit an Excel worksheet and a Word table in a presentation

This module will constitute approximately 30 percent of the course grade.

3.   Apply advanced techniques for adding visual elements as well as importing and exporting data in a presentation.

Potential Elements of the Performance:
- Create and edit a chart, a table, and an organization chart on a slide
- Add and edit a clip art image by recolouring and ungrouping the picture
- Import and customize clip art
- Perform global formatting using the master slide
- Add a scanned image; add animated GIFs; and add sound and video effects to a slide presentation
- Export an outline to a Word document
- Customize a presentation
- Create a graphical slide build to an image on a slide
- Set timing, record, and play a macro

This module will constitute approximately 30 percent of the course grade.

4. Using the advanced features create output and deliver presentations.

   Potential Elements of the Performance:
   - Generate output for presentations in 35mm slides and graphic files
   - Save a presentation for use on another computer with Pack and Go
   - Save a presentation for the Internet including specifying a target Web browser and format Web pages
   - Generate meeting notes during a slide show and enter action items
   - Broadcast a presentation online using NetShow
   - Join a Net meeting

   This module will constitute approximately 20 percent of the course grade.

III.   TOPICS:

1. Preparing a PowerPoint Presentation
2. Editing and Formatting a PowerPoint Presentation
3. Adding Animation to Presentations
4. Using WordArt and Creating Organizational Charts
5. Linking and Embedding Objects and Replacing Fonts
6. Adding Visual Elements to a PowerPoint Presentation
7. Modifying a Presentation and Importing and Exporting Data
8. Customizing a Presentation and Creating a Slide Show
9. Creating Output and Delivery Presentations

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

PowerPoint 2000 – Core and Expert Certification by Meredith Flynn and Nita Rutkosky 0-7638-0270-0

Two (2) file folders labeled with student name and course code.
Three (3) pre-formatted 3 ½" disks.
Mouse pad (optional but extremely desirable)

V.   EVALUATION PROCESS/GRADING SYSTEM:

Final Grade:

Test #1   **50%**
Test #2   **50%**

TOTAL   **100%**

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

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
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 academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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 professor and/or the Special Needs
office. Visit Room E1101 or call Extension 703 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.

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.

C.   Assignments may be modified in the following ways:

1.   Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2.   Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1.   Use a question/answer format instead of essay/research format
2.   Propose a reduction in the number of references required for an assignment
3.   Assist with groups to ensure that student comprehends his/her role within the group
4.   Require an extension on due dates due to the fact that some students may require additional time to process information
5.   Formally summarize articles and assigned readings to isolate main points for the student
6.   Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

   Is reflective of modified learning outcomes.