

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Computers In The Human Services

CODE NO. : COM102

SEMESTER: ONE

MODIFIED CODE: COM099

PROGRAM: Child & Youth Worker
Social Service Worker
Social Service Worker - Native

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MODIFIED BY: Shelley MacEachern, CICE Program

DATE: Sept 2005 **PREVIOUS OUTLINE DATED:** Sept. 2004

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NONE

HOURS/WEEK: 2

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

I. COURSE DESCRIPTION:

This course is designed to provide the CICE students with a basic 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 work environment.

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 communicate electronically and browse the Internet.

Potential Elements of the Performance:

- Open an email program (Microsoft Outlook).
- Compose and send email messages to others on the same system and elsewhere.
- View, store, sort, delete, and print messages.
- Reply to and forward messages.
- Create and use distribution lists.
- Create a signature file.
- Attach files to email messages.
- Send links and web pages via e-mail.
- Create and utilize email folders.
- Manage contacts.
- Schedule tasks and appointments.
- Use the Notes feature, including creating, categorizing, viewing, and deleting notes.
- Open and exit an Internet browser (Microsoft Internet Explorer).
- Set the Homepage location.
- Size the browser window.
- Customize the Links bar and standard buttons toolbar.
- Recognize and use hyperlinks.
- Key URLs to reach specific 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.
- Use the Help facility.

This module will constitute 30% of the course grade.

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

Potential Elements of the Performance:

- Open and exit from Microsoft Word 2003.
- Define word wrap, overtype, 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, Office Assistant, and Research options; review word counts.
- 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; create an outline-style numbered list.
- Find and replace text.
- Cut, copy, and paste text.
- Insert a page and section 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.
- Create headers and footers.
- Insert and size an image; wrap text and position an image; insert a text box; apply a border and fill colour to a text box.
- Create WordArt.
- Insert and modify date and time fields; change case.
- Insert nonbreaking spaces and hyphens.
- Create and manage folders.

This learning outcome will constitute 50% of the course grade.

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

Potential Elements of the Performance:

- Identify the objects on the Windows XP desktop.
- Practice mouse functions such as pointing, clicking, selecting, and right-clicking.
- Use the Windows XP Start button to run software programs.
- Explore the Windows XP Help system.
- Identify and use the controls in a window; resize windows and change views.
- Switch between programs using the taskbar.
- Use Windows XP controls such as menus, toolbars, list boxes, scroll bars, radio buttons, tabs, and check boxes.
- Format a disk.
- Use Notepad/WordPad to create, save, open, edit, 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 to folders using My Computer and Windows Explorer.
- Change user settings and customize the Start menu.

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. Windows Operating System
3. Word Processing Applications

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Essentials Microsoft Office 2003 Outlook – Getting Started by Fox and Metzelaar, published by Pearson/Prentice Hall, 2004.

Essentials Microsoft Internet Explorer- Getting Started by Fox and Metzelaar, published by Pearson/Prentice Hall, 2004.

Essentials Microsoft Windows XP Brief by Richard Alan McMahon, Sr., published by Pearson/Prentice Hall, 2003.

Essentials Microsoft Office Word 2003 – Level One by Keith Mulbery, published by Pearson/Prentice Hall, 2004.

Three 3 ½” high density disks
 Disk labels
 Mouse pad (optional)
 Disk carrying/storage case (optional)

V. EVALUATION PROCESS/GRADING SYSTEM:**Tests:**

Test #1 Email, Internet, and Windows XP	50%
Test #2 Word	50%

<u>Total</u>	100%
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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%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.
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 2493 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. (Rosemary LeBlanc - Ext. 2674 or Sheree Wright – Ext. 2487.)

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

It is expected that 100 percent of classroom work will be completed.

A disk labeled with the student’s name, professor’s name, and the course name MUST be available with the test. Test disks will be checked and marked.

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

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 semester.

Regular attendance is expected to ensure course information is communicated to all students. In-class observation of student work and guidance by the professor aids student success. Lectures will not be repeated in subsequent classes.

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.

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 CICE office 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.