

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, e-mail, the concepts of microcomputer operating systems, and word processing applications will be introduced. A personal e-mail account will be used throughout the course to facilitate good communications between CICE 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, along with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. 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.
- Access 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.
- Navigate, create, and organize folders using My Computer and Windows Explorer.
- Move, copy, rename, and delete files.
- Find files and folders.
- Format a disk.
- Make a backup of a floppy disk.

This module will constitute 20% of the course grade.

2. Access and navigate the software required to communicate electronically and browse the Internet.

Potential Elements of the Performance:

- Open an e-mail program (Microsoft Outlook).
- Compose and send e-mail 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 e-mail messages.
- Send links and web pages via e-mail.
- Create and utilize e-mail folders.
- Manage contacts.
- Schedule tasks and appointments with the Calendar feature.
- 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.
- Recognize and use hyperlinks.
- Key URLs to reach specific web pages.
- Create and organize Favourites.
- 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.

3. 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.
- Open an existing document in Word.
- Access Menu Commands and Display the Task Pane.
- Navigate documents using the scroll bar or keyboard.
- Display Formatting Marks
- Change documents views.
- Use the Spelling and Grammar Checkers.
- Organize, save, and print documents.
- Create and edit a new document.
- Select and format text.
- Change document and paragraph layout.
- Change and reorganize text
- Create and modify lists.
- Work with headers and footers.
- Insert frequently used text.
- Insert references.
- Insert and modify Clip Art and pictures.
- Work with the Drawing Toolbar.
- Work with Tab Stops.
- Create and format a table.
- Create a table from existing text.

- Create decorative titles using Word Art and borders.
- Create multicolumn documents.
- Add special paragraph formatting.
- Use special character formats.
- Insert hyperlinks.
- Preview and save documents as web pages.
- Locate supporting information using tools such as the Research tool and thesaurus.
- Find objects with the Select Browse Object Button
- Create a chart with Microsoft Graph
- Format a chart.
- Add special text effects.
- Use existing styles.
- Create and modify new styles.
- Modify the Document Window
- Create an Outline using the Outline View and the Outlining Toolbar.

This module will constitute 50% 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. Windows Operating System
2. Internet and E-mail
3. Word Processing Applications

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Go Series Bundle: Getting Started: MS Outlook, Internet Explorer, Windows XP, Word 2003, volume 1. Gaskin, Preston, Preston, Ferrett. Pearson Education. ISBN: 0-13-613354-1.

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

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

Test #1 E-mail, Internet, and Windows XP	50%
Test #2 Word	<u>50%</u>
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%	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 E1101 or call Extension 2703 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 the *Student Code of Conduct*. 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 Learning Specialist, in conjunction with 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 contact the professor **prior** to the time of the test, in order for alternate arrangements to be made.

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. All work must be labeled with the student’s name and the project information on each page.

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 three weeks following the end of the semester.

Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the test paper being returned.

Regular attendance and participation 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.

It is the student's responsibility to be familiar with the course outline and department manual. Students are expected to check college e-mail twice daily as a minimum.

Students are expected to demonstrate respect for others in the class. Classroom disturbances will be dealt with through an escalating procedure as follows:

- Verbal warning
- E-mail notification
- Meeting with the Dean

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. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.

The Learning Specialist 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 Learning Specialist 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.