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:**   Winter
MODIFIED CODE: COM0102

PROGRAM: Pre-Health Sciences

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APPROVED: "Angelique Lemay"   Jan. 2015
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                   Dean, School of Community Services   **DATE**
                   and Interdisciplinary Studies

TOTAL CREDITS: 3

PREREQUISITE(S):   None

HOURS/WEEK: 4 hrs for 7 weeks

I.   COURSE DESCRIPTION:

This course is designed to provide students with the level of computer literacy needed to function in today`s workplace. General computer concepts will be introduced using a hands-on approach.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, with the assistance of a learning specialist, the CICE student will demonstrate the basic ability to:

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

Potential Elements of the Performance:
- Identify objects on the Windows 7 desktop.
- Practice mouse functions such as pointing, clicking, selecting, and right-clicking.
- Use the Windows 7 Start button to run software programs.
- Access the Windows 7 Help system.
- Identify and use the controls in a window, resize windows, and change views.
- Switch between programs using the taskbar.
- Use Windows 7 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.
- Make appropriate backup copies of files and disks.
- Explore Control Panel
- Customize the desktop
- Change screen resolution
- Use Search tools to find programs, folders, and/or files
- Use Snipping tool
- Use Problem Step Recorder

2.   Show some ability to access and navigate the software required to communicate electronically.

Potential Elements of the Performance:
- Open an e-mail program (Microsoft Outlook).
- Write 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.
- Create and manage contacts.
- Schedule tasks and appointments with the Calendar feature.
- Use the Notes feature including creating, categorizing, viewing, and deleting notes.

3. Access and explore the software required to use the Internet efficiently as an effective research tool at the basic level.

    Potential Elements of the Performance:
    - Open and exit an Internet browser (Microsoft Internet Explorer).
    - Set the Homepage location.
    - Recognize and use hyperlinks.
    - Key URLs to reach specific web pages.
    - Create and organize Favorites.
    - Use the Help feature.
    - Print and save online information.
    - Plan and refine searches using different search engines and a variety of search tools and strategies.
    - Evaluate Web-based resources for accuracy, reliability, and overall content.

4. Demonstrate basic ability in operating a popular word processing software package to prepare standard documents.

    Potential Elements of the Performance:
    Creating and Editing a Document
    - Open and exit from Microsoft Word 2010.
    - Open an existing document in Word.
    - Move the insertion point.
    - Insert, replace, and delete text.
    - Scroll and navigate in a document.
    - Select and delete text.
    - Use Undo and Redo.
    - Check the spelling and grammar in a document.
    - Use AutoCorrect.

- Use Thesaurus.
- Change document views.
- Find specific text.
- Use the Help feature.
- Print a document.
- Create a document using a template.
- Create and rename a folder.
- Save a document in a different format.

Formatting Characters and Paragraphs
- Apply fonts and font effects.
- Use Format Painter.
- Repeat a command.
- Align text in paragraphs.
- Indent text.
- Change line and paragraph spacing.
- Reveal formatting.
- Find and replace formatting.
- Inset bullets and numbering.
- Insert symbols and special characters.
- Set tabs and tabs with leaders.
- Add borders and shading to text.
- Insert a page border.
- Apply styles.
- Change the document default formatting.

Formatting and Enhancing a Document
- Cut, copy, and paste text.
- Use the Clipboard task pane to copy and paste items.
- Change page margins, orientation, and size.
- Apply a theme.
- Insert a watermark, page colour, and page border.
- Insert page numbering.
- Insert a header and footer.
- Format a document in APA/MLA style.
- Insert citations.
- Create a works cited page.
- Edit a source.
- Use the Click and Type feature.
- Vertically align text.
- Insert, size, and move images.
- Prepare and envelope and mailing labels.

Formatting with Special Features
- Create and modify WordArt text.
- Create a drop cap.
- Insert a text box and draw a text box.
- Insert and modify shapes.
- Use SmartArt to create organizational charts and graphics.
- Create, format, and modify tables.
- Insert one file into another.
- Insert a continuous section break.
- Create and modify columns.
- Save a document as a single file web page.
- Insert a hyperlink.
- Merge letters and envelopes.

5. Cite Internet sources utilizing the APA documentation format with the assistance of a learning specialist.

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:

Marquee Series: Word 2010. Rutkosky, Seguin, Rutkosky, Paradigm, ISBN: 978-0-76383-788-5 (text and cd)
Flash Drive highly recommended (any size)

V.   EVALUATION PROCESS/GRADING SYSTEM:

Assignments:
E-mail, Internet, and Windows7	10%
Word	10%

Tests:
Test #1 E-Mail, Internet, and Windows 7	30%
Test #2 Word	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%	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/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.	

VI. SPECIAL NOTES:

Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students are expected to demonstrate respect for others in the class.

Classroom disturbances will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One e-mail notification from professor
- Removal from the classroom and meeting with professor
- Meeting with the dean which may result in suspension or expulsion from the course/program

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. Submitted assignments will consist of the document printouts as well as an email message with the electronic file attached, sent to the professor. Email attachments will be checked. The college network drive (S:\MyDocuments) should be used as the primary workspace. Students are responsible for maintaining back-ups of all completed files using either a memory stick (USB) or CD.

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., pencil, pen, etc.).

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.

The Student Code of Conduct (found on the portal) provides guidelines and disciplinary procedures for the college community. Academic dishonesty will result in a grade of zero (0) for all involved parties.

Test papers may be returned to the student after grading in order to permit verification of the results and to review the tests. However, the student must return all test papers to the professor who will keep them on file for two weeks after the semester finish date. Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the date test papers are returned in class.

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. A study partner/group is invaluable for notes in the event of an unavoidable absence but must not be depended upon for frequent absences.

Students are expected to check college e-mail twice daily as a minimum to ensure timely communication of course information.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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.