SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	PC Applications I		
CODE NO. :	EDP122	**SEMESTER:**	1 or 2
PROGRAM:	Various		
AUTHOR:	Wil DeBruyne, modified by Stan Pratt		
DATE:	January, 2000	**PREVIOUS OUTLINE DATED:**	Sept., 1999
APPROVED:			

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                                DEAN   DATE

TOTAL CREDITS:	Three (3)
PREREQUISITE(S):	NONE
LENGTH OF COURSE:	15 weeks

TOTAL CREDIT HOURS: 3

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I.   COURSE DESCRIPTION:

This course is designed to provide the student, with the necessary skills related to **application software for the PC environment** (at the introductory post-secondary level).   The student will gain a basic understanding of file names and directory structures, become familiar with their own network drive to store/retrieve files and to organize their files and directories. The student will also become familiar with the college networked lab configuration, where to find files, what privileges they have, passwords, disk drives and directory structures for program files. This knowledge is gained through a basic understanding of the Windows 95 Operating System.

The course will cover all the really important issues of the Windows 95 interface. Everything from the Windows Explorer for file management, to creating short cuts, using the Accessories, and OLE.

Students will also be introduced to MS-Word word processing package, covering fundamental concepts needed to create, edit, and enhance documents.

Another component of the course will focus on using e-mail. Students will become comfortable sending/receiving e-mail, organizing their e-mail, sending and receiving special attachments.

Students will also be introduced to the Internet, and gain an understanding of what is developing on the Internet. They will also learn how to perform searches, and how to use some of the still popular TCP/IP protocols such as FTP and TELNET.

The course will demonstrate how these elements can all be integrated together.

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II.   LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

A.   Learning Outcomes:

1.   Demonstrate knowledge of disk, directory and file structures, as well as basic understanding of the lab configuration at the college.

2.   Demonstrate use of Windows 95 from an end-user perspective.

3.   Demonstrate use of e-mail.

4.   Understand general concepts behind the Internet, and demonstrate how to perform a search on the WWW using a common search engine, download the information to the home directory, and include findings in a word processing document.

5.   Produce multi-page documents containing special formats using an up-to-date word processing package (recommended package is Microsoft Word).

B.   Learning Outcomes with Elements of Performance:

Upon successful completion of this course the student will demonstrate the ability to:
1.   Demonstrate knowledge of disk, directory and file structures, as well as a basic understanding of the college's lab configuration.

Potential elements of the performance:
➢ create, change, and remove directories.
➢ adopt appropriate file naming conventions for file names and file extensions and recognize files that would be ASCII text files, word processing files, executable files, batch files or system files upon examination of the file extension.
➢ recognize various file types.
➢ copy files and move files.
➢ list files.
➢ switch drives.
➢ rename files.
➢ delete files and directories
➢ use on-line help
➢ understand the Sault College main menu.
➢ understand the file servers and basic network configuration used at the college

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2.   Demonstrate use of Windows 95 from an end-user perspective.

Potential elements of the performance:
➢   Describe the general organization of Windows 95 environment.
➢   Activate and switch between windows.
➢   Resize, move and arrange (tile or cascade) windows.
➢   Move information between windows.
➢   Discuss the general organization of the Windows 95 desktop, and describe its components.
➢   Run multiple programs simultaneously (multi-tasking).
➢   Describe the various ways that programs can be run/accessed in the Windows 95 environment.
➢   Access Help.
➢   View disk contents and files.
➢   Create and organize folders
➢   Use Windows Explorer to manage file operations (moving, copying and deleting).
➢   Discuss the use of the Control Panel, Task Bar and the Print Manager, and be able to use them to manage the Windows environment.
➢   Use the recycle bin.
➢   Find files, care for files and disks (basic maintenance tasks).
➢   Use the right-click mouse button and short cuts.
➢   Discuss techniques to make life easier in a Windows 95 environment.

3.   Demonstrate use of e-mail and its popular features.

Potential elements of the performance:
➢ Learn to use the electronic mail program in our college environment to send and retrieve mail.
➢ Learn to use the comprehensive features and capabilities of the package.
➢ Learn E-mail etiquette - what is acceptable and not acceptable when sending e-mail.
➢ Set up network configuration for e-mail and advanced configuration options.
➢ Use the clipboard.
➢ Print mail messages.
➢ Select fonts.
➢ Send and receive mail messages, including attachments.
➢ Set and change a POP3 password.
➢ CC and BCC.
➢ Automatically keep copies of all outgoing mail and organize folders.
➢ Utilize message encryption.
➢ Use the editor and speller.
➢ Set up/ change Delivery and Proof of Reading Confirmation support.
➢ Set up and modify Distribution Lists.

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4. Demonstrate use of the Internet to research topics using INTERNET Tools.

Elements of the performance:
- Know what the INTERNET is and how it works.
- Demonstrate an understanding of Internet architecture, protocols, and addressing.
- Sign on to the Internet using a browser.
- Subscribe to listservs.
- Use the popular graphic browser NETSCAPE and understand its major features.
- Define, use, and organize Bookmarks.
- Perform a variety of searches using some popular search engines.
- Understand the WWW client/server arrangement, and the HTML format of information.
- Copy images and text from web sites to your home directory.
- Examine some popular FTP sites and download files.

5. Produce multi-page documents containing special formats using an up-to-date word processing package (recommended package is Microsoft Word).

Potential elements of the performance:
- open file, close file, and save a file produced using the word processing package.
- edit text within the file as to: bold, underline, italics, font type, font size.
- edit the document as to format: margins, line spacing, centre, flush right, justification (left, right, centre, full), indent, page numbering.
- produce headers and footers.
- use spell check and thesaurus tools provided by the word processing package.
- type text that requires superscript, subscript and normal font selections.
- insert graphic images into the file (either graphic documents as part of the word processing package or others such as *.bmp, *.gif, *.jpg, *.pic).
- Move, and re-size graphic images.
- Zoom the page size in and out.
- print a document
- discuss the difference between ASCII text files and word processing files and how to convert files into another format when opening or saving files.

IV. Required Student Resources
Check with Instructor for book list
At least five (5) 3.5" high density floppy disks
All of the above are available in the Campus Shop. Other reference material is available in the Lab Software Support office and in the Library (L.R.C.).

V.   METHOD(S) OF EVALUATION

The grading scheme used is as follows:
- A+ 90 - 100%   Outstanding
- A   80 - 89%   Excellent
- B   70 - 79%   Average
- C   55 - 69%   Satisfactory
- R   0 - 54%   Repeat
- X   Incomplete. A temporary grade limited to instances where special circumstances have prevented the student from completing objectives by the end of the semester. An X grade reverts to an R grade if not upgraded within a specified time. (see *Policies & Procedures Manual – Deferred Grades and Make-up*).

Assignments:
- 10% E-mail
- 10% Internet
- <u>20%</u> Word processing

Total   40%

Tests/Quizzes:
- 20% E-mail, Computer concepts/Windows
- 20% Internet / Windows
- <u>20%</u> Word processing

Total   60%

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, 717, or 491 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, as may be decided by the professor. 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.

NOTE: The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and/or the class, as well as 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 instructor.

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.

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Special Notes to the Instructor:

1.   *Since this introductory computer course is taught to a very diverse group of students from various program areas in the college, the lead instructor should use examples that are familiar to the students' program(s) whenever possible. This means if the group of students you are teaching happen to be Forestry students, then use forestry related examples and assignments. This may mean modifying the textbook examples and labs.*

2.   *Teach the e-mail component of the course first, or a soon as pedagogically possible. You may want to a least teach the basics of e-mail then return later to this module to complete the other components. The rationale for doing this is so students can be able to send and receive e-mail early in the semester so professors may communicate effectively as possible.*

3.   *Challenge the more advanced students by offering bonus marks for more difficult assignments. Also, encourage these students to become helpers in your lab to assist other students. It is good experience for them, and they should be rewarded with bonus marks. This should also help you, as lead instructor, to manage large lab sizes (since you can't be everywhere at once).*