

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Computer Applications in the Resort Environment
Level-II

CODE NO. : RES234 **SEMESTER:** 2

MODIFIED CODE: RES0234

PROGRAM: Resort Operations Program

AUTHOR: Frank Turco, Cindy Trainor, Bazlur Rasheed

MODIFIED BY: Sherry Benford, CICE Program

DATE: Jan, 2004 **PREVIOUS OUTLINE DATED:** Jan,
2003

APPROVED:

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): RES116

HOURS/WEEK: 3

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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 will continue to develop a more in depth implementation of the various aspects of a multimedia computer as introduced in the preceding course. Students will work with various computer applications and web tools to become computer proficient in the resort environment. Students will continue improving their design and development skills using a variety of multi-media presentation tools. They will use these tools and applications in the training and management of the hotel and resort environment. Further, students will learn about website design for internet promotion and develop the skills required to produce hospitality marketing brochures and materials.

LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**II.**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Create Web Material using a variety of tools such as HTML editors and FrontPage 2000.

Potential Elements of the Performance:

- Understand basic HTML commands and use Notepad to create Web pages.
- Use a variety of tools and techniques to improve the delivery of Web material.
- Learn and apply a variety of Web techniques
- Integrate Web material created with Microsoft Office Products.

This learning outcome will constitute 20% of the course's grade.
(Possible weighting strategy).

2. Demonstrate the use of Spreadsheets and how you can incorporate within other documents.

Potential Elements of the Performance:

- Create and save a simple spreadsheet
- Work with formulae
- Work with absolute and relative cell references
- Work with various graphic images created by spreadsheets
- Incorporate spreadsheets and their associated graphics within other Microsoft documents
- Save spreadsheets as web pages

This learning outcome will constitute 20% of the course's grade.
(Possible weighting strategy).

3. **Demonstrate the use of Databases and incorporate them with other documents.**

Potential Elements of the Performance:

- Create and design simple databases and tables
- Implement data relationships and create queries and reports on data
- Integrate databases with other Microsoft products
- Produce mail-merge documents using databases
- Create a simple Web interface to a database

This learning outcome will constitute 20% of the course's grade.
(Possible weighting strategy).

4. **Design and develop a variety of resort related promotional material that integrates the various products, tools and techniques learned.**

Potential Elements of the Performance:

- Use the products learned to develop resort promotional material
- Integrate the necessary Microsoft products to create effective multimedia presentations

This learning outcome will constitute 20% of the course's grade.
(Possible weighting strategy).

5. **Produce and present a final project that will include a resort oriented Web site and other promotional material.**

Potential Elements of the Performance:

- Save Word Documents and templates as Web pages
- Save PowerPoint presentations as interactive and static Web pages
- Save Excel Spreadsheets as Web pages
- Integrate Databases with a Web site
- Present the final project

This learning outcome will constitute 20% of the course's grade.
(Possible weighting strategy).

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 the order below.

	# Of <u>Weeks</u>
1. Create Web Material	3
2. Spreadsheets	3
3. Databases	3
4. Create Promotional Material	3
5. Final Project	3

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Continued use of the previous course (RES116) text:
Exploring Microsoft Office 2000 Professional Volume-I, Revised
Printing, By- Robert T. Grauer and Maryann Barber, Prentice Hall,
Package ISBN: 0-13-182755-3.

10 (1.44 Meg) 3½ inch floppy disks
Online Help
Internet Research
Lecture Notes and Printed Handouts

V. EVALUATION PROCESS/GRADING SYSTEM:

Tentative Breakdown*:

The marks for this course will be arrived as follows:

- Tests / Quizzes 40%
- Assignments 30%
- Major Project 20%
- Attendance / Professionalism 10%

* Some Minor modifications to the above percentages may be necessary. The professor reserves the right to adjust the mark up or down 5% based on attendance, participation, leadership, and creativity and whether there is an improving trend.

ATTENDANCE:

- In order to remain up to date with the delivery of course material students will be required
To do the following:
 - Be present for each class.
 - Report to class within 5 minutes of the scheduled start time.
 - Bring the required course text and resource materials.
 - Sign the class attendance book at the beginning of each class.
- Any student who is absent for 3 or more times without any valid reason or effort to resolve the problem will result in either of:
 - a) marks being deducted
 - b) his / her removal from the course.

ASSIGNMENTS

- All Assignments must be completed satisfactorily to complete the course.
- Assignments will not be accepted past the designated due date unless there are documented, legitimate circumstances.

TESTS

- The professor reserves the right to adjust the number of tests, practical tests and quizzes. Students will be given prior notice to any changes.
- All course materials (electronic lessons, classroom lectures, printed handouts etc.) are subject to evaluation and may be used in the creation of tests and quizzes. If not in class at the time of their delivery it will be the student's responsibility to obtain the information.
- Written tests will be conducted as deemed necessary; generally at the end of each block of work, and will be announced in advance.
- Quizzes may be conducted without advance warning.
- Students who are absent on the day of a test or quiz will be marked absent and given a failing grade for the evaluation.
- Students who provide a signed written statement that explains their absence (to the satisfaction of the course professor) will be granted a one-time opportunity to write the missing test or quiz.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

UPGRADE OF INCOMPLETE WORK

- When a student's course work is incomplete or below 55%, there is the possibility of upgrading to a pass when the student's performance warrants it. Attendance and assignment completion will have a bearing on whether upgrading will be allowed.
- The method of upgrading is at the discretion of the teacher and may consist of one or more of the following options:
 - assigned make-up work
 - re-doing assignments
 - re-writing of tests
 - writing a comprehensive supplemental examination.
- A failing grade will remove the option of any upgrading and an R grade will result.

Where a student's overall performance has been consistently unsatisfactory, an R grade may be assigned without the option of make-up work.

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.

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.