

I. COURSE DESCRIPTION:

This course is designed to develop the CICE student's skills in word processing and current document formatting. The course will provide the students with instruction in word processing applications as applied in the business 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 the basic ability to:

1. Operate a popular word processing software package to prepare and format standard business documents and utilize the software's formatting features to enhance the visual display and clarity of documents.

Potential Elements of the Performance:

- Open Microsoft Word; create, save, name, print, and close a Word document
- Exit Word and Windows
- Scroll within a document
- Edit, insert, move, and select text in a document
- Use the Undo and Redo buttons
- Change fonts and font effects
- Format selected text with buttons on the Mini toolbar
- Change the alignment of text in paragraphs
- Indent text in paragraphs
- Increase and decrease spacing before and after paragraphs
- Repeat the last action
- Automate formatting with Format Painter
- Change line spacing in a document
- Reveal and compare formatting
- Set, clear, and move tabs on the Ruler and at the Tabs dialog box
- Cut, copy, and paste text in a document
- Copy and paste text between documents
- Change document views
- Change margins, page orientation, and paper size
- Insert, format, and remove page numbers
- Format pages at the Page Setup dialog box
- Insert section breaks
- Create and format text in columns
- Hyphenate words automatically and manually
- Insert line numbers in a document
- Insert a page break, blank page, and cover page
- Control widows and orphans and keep text together on a page

- Use the Click and Type feature
- Vertically align text
- Insert symbols and special characters
- Insert a drop cap
- Insert special characters, hyphens, and nonbreaking spaces
- Insert the date and time

This module will constitute 23 percent of the course grade.

2. Perform file management and printing tasks. Use techniques to navigate within a document.

Potential Elements of the Performance:

- Create and rename a folder
- Select, delete, copy, move, rename, and print documents
- Move a document from one folder into another
- Create a document using a Word template
- Open, close, arrange, split, maximize, minimize, and restore documents
- Insert a file into an open document
- Print multiple copies of a document
- Create and print envelopes and labels
- Print specific pages or sections of a document
- Navigate in a document using Document Map, Thumbnails, bookmarks, hyperlinks, and cross-references
- Insert hyperlinks to a location in the same document, a different document, and a file in another program

This module will constitute 7 percent of the course grade.

3. Add visual appeal using clip art images, watermarks, shapes, text boxes, styles, themes, and other visual elements to enhance written communications.

Potential Elements of the Performance:

- Apply custom borders and shading
- Insert paragraph borders and shading
- Insert a watermark, page colour, and page border
- Insert, format, and customize pictures
- Insert, format, and customize clip art images
- Insert and customize pull quotes
- Create and format SmartArt diagrams
- Create and format SmartArt organizational charts
- Draw and format shapes
- Draw and format text boxes
- Link text boxes
- Select objects

- Insert, format, and customize WordArt
- Apply styles from Quick Styles sets
- Change the Quick Styles set defaults
- Apply themes

This module will constitute 17 percent of the course grade.

4. Organize content into tables, lists, and other structures that promote reader understanding.

Potential Elements of the Performance:

- Create, edit, and format a table
- Change the table design and layout
- Draw a table
- Insert a Quick Table
- Sort text in a table
- Perform calculations on data in a table
- Create charts
- Change chart design
- Edit chart data
- Change chart layout and style
- Insert objects in charts
- Apply shapes and styles
- Position and size charts

This module will constitute 17 percent of the course grade.

5. Create mail merge documents; sort data; record, run, and edit macros.

Potential Elements of the Performance:

- Create and merge letters, envelopes, labels, and directories
- Create custom fields for a merge
- Edit main documents and data source files
- Input text during a merge
- Use the Mail Merge wizard to merge documents
- Sort text in paragraphs, columns, and tables
- Sort on more than one field
- Sort records in a data source file
- Select specific records in a data source file for merging

This module will constitute 7 percent of the course grade.

6. Use software features to assist in the efficient and accurate creation of documents, including Help, AutoCorrect, spell check, Thesaurus, translation, etc.
 - Add words and delete words from the AutoCorrect dialog box

- Insert symbols in the AutoCorrect dialog box
- Use the AutoCorrect Options button
- Customize the Quick Access toolbar
- Customize Word options
- Complete a spelling and grammar check on text in a document
- Create a custom dictionary and change the default dictionary
- Display synonyms and antonyms for specific words using the Thesaurus
- Display document word, paragraph, and character counts
- Use the translation feature to translate words from English to other languages
- Search for and request information from online sources
- Use the Help feature
- Use find and replace for text and special characters

This module will constitute 7 percent of the course grade.

7. Utilize software features that facilitate a collaborative work environment and protect the integrity of shared documents.

Potential Elements of the Performance:

- Insert, edit, and delete comments
- Track changes to a document and customize tracking
- Compare documents
- Combine documents

This module will constitute 7 percent of the course grade.

8. Utilize software features to prepare and format letters and memos by a specified deadline, by processing text and numeric information from a variety of sources.

Potential Elements of the Performance:

- Format business letters using the block style
- Use mixed or open punctuation as required
- Position and display reference initials, enclosure, and copy notations on correspondence
- Position and display inside address information, mail notations, subject lines, and postscript notations on correspondence
- Format envelopes according to current postal regulations
- Format memorandums
- Insert and edit predesigned headers and footers
- Insert, format, edit, and remove headers and footers

This module will constitute 15 percent 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. Creating, Printing, and Editing Documents
2. Formatting Characters
3. Aligning and Indenting Paragraphs
4. Customizing Paragraphs
5. Proofing Documents
6. Formatting Pages
7. Customizing Page Formatting
8. Inserting Elements and Navigating in a Document
9. Maintaining Documents
10. Managing and Printing Documents
11. Inserting Images
12. Inserting Shapes and WordArt
13. Creating Tables
14. Enhancing Tables
15. Creating Charts
16. Merging Documents
17. Sorting and Selecting
18. Managing Lists
19. Managing Page Numbers, Headers, and Footers
20. Managing Shared Documents

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Microsoft Word 2007 – Windows XP Edition, Signature Series, by Nita Rutkosky and Audrey Rutkosky Roggenkamp, published by Paradigm Publishing, 2008.

One manila file folder (letter size)
Memory stick/compact disk (cd r/w)
Mouse pad
Carrying/storage case
Textbook holder/study stand

V. EVALUATION PROCESS/GRADING SYSTEM:

Two tests: students will be evaluated on their word processing and document formatting skills. Two tests will be administered based on completion of daily chapter exercises and assessments. Two tests will be administered – Test 1 –50%, Test 2 – 50% **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% and 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:

Disability Services

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 Disability Services 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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 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.

All 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

It is expected that 100 percent of classroom work be completed as preparation for the tests. All work must be labeled with the student's name and the project information on each page. Students are responsible for maintaining back-ups of all completed files.

CICE students are expected to be present to write all tests during regularly scheduled classes or as arranged with their Learning Specialist..

In the event of a failed course grade, a supplementary test will be administered at the end of the semester to those students who have attended 75 percent of classes and have completed all required course work. The mark achieved on the supplemental will replace the lowest failed test for the final grade calculation.

An appropriately labeled cd containing completed daily work **MUST** be available prior to writing the supplemental test if requested by the professor.

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.).

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 until the end of the next module. 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.

Proofreading is fundamental to this course. Marks will be deducted for inaccuracies.

Keyboarding proficiency is encouraged. Students who are unable to keyboard with a touch type technique are encouraged to use (or purchase) the *All the Right Type* typing tutor software located on the E-wing network and in The Learning Centre.

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.

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. ADVANCE CREDIT TRANSFERS:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. 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.