



**I. COURSE DESCRIPTION:**

This course has been developed for CICE students in the Business/Accounting study area. Students are introduced to computerized applications used by small to medium-sized businesses in their operation. Specifically, the student will gain practical hands-on experience in using software applications for word-processing, the preparation of spreadsheets, and the creation of information databases and for preparing business presentations. The Microsoft Office Suite of software applications is the most prevalent software used by businesses in their operations and is the software that the student will utilize in this course. The CICE student is supported by an Educational Assistant.

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

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to

1. Use Internet and e-mail to supplement business activities.

Potential Elements of the Performance:

Use Outlook to:

- compose, send and receive e-mail demonstrating effective business communication
- attach files and images
- create and utilize folders to organize email
- book and cancel meetings
- identify where email is being stored on corporate networks

Use a Web-Browser to:

- identify various search engines available for use
- apply basic and advanced search techniques
- modify web-browser security for safe searching
- identify cookies, their locations and their purposes
- customize web-browsers to fit your computer needs
- contrast a secure vs. a non-secure connection
- identify the role of plug-ins and certificates

This learning outcome will constitute 5% of the course.

2. Create professional business documents using a word processor.

Potential Elements of the Performance:

- identify file types and extensions of various word processing documents
- create new blank documents
- work with templates to create documents
- format characters using bold, italic and underlining
- apply paragraph spacing
- create headers and footers
- insert images and text
- cut-copy-paste material into and out of documents
- work with page, column and continuous breaks
- adjust both vertical and horizontal margins
- create columns and tables
- apply designs and themes
- work with spell check
- use word alternative choices (thesaurus)
- apply indenting and bullets
- create left, center and right tabs
- apply tab leaders
- add hyperlinks

This learning outcome will constitute 30% of the course.

3. Use computerized spreadsheets to prepare necessary business information.

Potential Elements of the Performance:

- identify file types and extensions of various spreadsheet types
- create spreadsheets of various types relating to business activities
- work with templates to create spreadsheets
- format characters using bold, italic and underlining
- apply row and column spacing
- hide and show columns
- create headers and footers
- insert images and text
- cut-copy-paste material into and out of documents
- adjust both vertical and horizontal margins
- use various built-in spreadsheet functions
- create formulas using several difference methods

- spell check spreadsheets
- sort data
- create and modify charts of various types
- add sheets to an existing workbook
- rename sheets as necessary
- link worksheets within the workbook
- contrast portrait vs. landscape printing

This learning outcome will constitute 35% of the course.

4. Utilize database software.

Potential Elements of the Performance:

- contrast the various types of database programs available
- contrast tables vs. databases
- create fields to form a table
- link tables via relationships
- apply filters to fields entries
- create forms to accept data to tables
- generate reports to display data
- create queries to specifically extract certain data
- use queries to create custom reports

This learning outcome will constitute 10% of the course.

5. Use presentation software for effective communications

Potential Elements of the Performance:

- identify file types and extensions of various presentation documents
- create new presentations from scratch
- work with templates to create pre-defined presentations
- format presentations using skills already learned in the word processing section of the course
- insert text, images and multi-media into presentations
- cut-copy-paste material into and out of slides
- duplicate slides
- insert slides from existing presentations into new presentations
- spell check presentations
- apply indenting and bullets
- apply designs and themes
- rehearse time a presentation

- apply animation, transition and sound to slides

This learning outcome will constitute 20% of the course

### III. TOPICS:

1. Internet and e-mail
2. Word Processing
3. Spreadsheets
4. Databases
5. Presentations

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

*Microsoft Office 2010 –First Course by Beskeen, Cram, Duffy, Friedrichsen, Reding I.S.B.N. 0-538-74715-3*

Recommended: memory stick

### V. EVALUATION PROCESS/GRADING SYSTEM:

Outlook, Internet Explorer, and Word Test	35%
Excel Test/Assignments	35%
Access Test/Assignments	10%
PowerPoint	20%

#### Missed Tests

Students are expected to be present to write all tests. If a student is unable to write a test because of illness or a legitimate emergency, that student must contact the professor prior to the class and provide an explanation, which is acceptable to the professor. Should the student fail to contact the professor, the student shall receive a **grade of zero** on the test.

Assignments will be handed in on-time as per deadlines established by the professor. Marks will be posted on LMS.

All tests and assignments will be completed with the assistance of the Learning Specialist. Any modifications to the tests and assignments will be proposed by the Learning Specialist and are subject to approval from the professor

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>	<i>Grade Point Equivalent</i>
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.	

## 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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room.*

## VII. COURSE OUTLINE ADDENDUM:

### 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.

### 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.

### Prior Learning Assessment:

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 an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) 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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

**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.