



**I. COURSE DESCRIPTION:**

This course is designed to provide the student with advanced-level skills in word processing and document formatting with an emphasis on editing and basic proofreading techniques. The course offers a generic simulation, which has been designed for students who have had training in the use of a word processing program. In this simulation, the students will have an opportunity to apply their word processing and proofreading skills.

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

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

1. Apply problem solving skills to produce accurate, computer-generated business documents, by a specified deadline, by processing text and numeric information to reinforce acquired technical skills for an office setting.

Potential Elements of the Performance:

- Create and edit text—simple edits, as well as move, cut, copy, and paste
- Work with tables
- Create and using graphics images in documents
- Adjust font face and font size
- Work with automatic bullets and outlining
- Create templates or forms and using them repeatedly
- Use merge
- Use form fill, stop codes, or keyboard merge
- Format long documents—end-of-page control, page numbering, headers and footers, footnotes, etc.
- Use the software's database feature to prepare and rearrange lists automatically
- Perform calculations
- Create labels and name badges
- Use the spell check feature
- Compose, edit, and produce general correspondence
- Manage files, utilizing folders

*This Word Processing module will constitute approximately 45 percent of the course grade.*

**B. Potential Elements of the Performance for Document Formatting:**

- Format and enhance standard business documents.
- Format business charts.
- Format a business logo.

- Format a table by adding borders and shading, changing column widths, aligning text, inserting and deleting rows, and merging.
- Format envelopes.
- Format outlines.
- Format newspaper and parallel columns.

*This Document Formatting module will constitute approximately 45 percent of the course grade.*

2. Keyboard at a minimum speed of 30 gross words per minute with 98 percent accuracy.

Potential Elements of the Performance:

- Keyboard five-minute timed writings with an accuracy level of 98 percent on three separate occasions under instructor's supervision.

*This module will constitute 5% 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. Using Word Processing Software to complete office documentation.
2. Applying Document Formatting for the Office.
3. Completing Generic Office Simulation
4. Developing Keyboarding Skills (30 g.w.p.m. – 98 percent accuracy)

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

Pathways: Simulation for Word Processing: Par Fore, by Eisch & Voiers, Published by South-Western Educational Publishing.

Manila file folders (3) – letter size

Three, 3 ½" high-density disks.

Three individual diskette pockets.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Two Tests:

Test #1 – (Par Fore)	<b>40%</b>
Test #2 – (Par Fore)	<b>40%</b>
Daily Work for Simulation (including basic proofreading skills)	<b>15%</b>
Timed Writings	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

**Grading System for Timed Writings:**

30 gwpm with 98% accuracy = 5%

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.

## 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.

**CICE Modifications:****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 the Learning Assistance Centre 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.

**Modified Office Administration Detailed Grading Sheet – 2003/2004**

<b>PUNCTUATION</b>	
<ul style="list-style-type: none"> <li>▪ Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon, Dash, Hyphen, Parentheses, Quotation marks, Italics, Underline, Bold, Other Marks of Punctuation, Word Division</li> </ul>	-1/2
<ul style="list-style-type: none"> <li>▪ Punctuation left off at the end of a sentence</li> </ul>	-2
<b>CAPITALIZATION</b>	
<ul style="list-style-type: none"> <li>▪ Failure to capitalize less obvious words, i.e. the Great Depression</li> </ul>	-1/2
<ul style="list-style-type: none"> <li>▪ Failure to capitalize the first word in a sentence or obvious proper nouns, i.e. Sault Ste. Marie, Robert</li> </ul>	-2
<b>SPACING</b>	
Vertical and horizontal spacing	-2
<b>NUMBERS</b>	
Incorrect number usage	-2
<b>ABBREVIATIONS</b>	
Failure to abbreviate properly	-2
<b>POSSESSIVES</b>	
Errors in forming possessives	-2
<b>APPEARANCE</b>	
Smudges/Wrinkles/Improper assembly/Poor corrections	-2
<b>SPELLING/VOCABULARY/SPELL CHECK</b>	
Words misspelled/Errors in vocabulary (e.g. to/too/two)/Forming plurals	-2
<b>COMPOUND WORDS</b> (always use a current dictionary to verify spelling)	
<ul style="list-style-type: none"> <li>▪ Compound nouns (follow no regular pattern e.g. courtyard, court order, court-martial)/Compound verbs (usually hyphenated or solid e.g. baby-sit, highlight)</li> </ul>	-2
<ul style="list-style-type: none"> <li>▪ Compound adjective (e.g. an actor who is well known /a well-known actor)/Prefixes and suffixes (do not use a hyphen to set off a prefix at the beginning of a word or a suffix at the end of a word e.g. <u>post</u>test, nation<u>wide</u>)</li> </ul>	-1/2
<ul style="list-style-type: none"> <li>▪ Sometimes one word, sometimes two words (e.g. anyone/any one, already/all ready)</li> </ul>	-2
<b>GRAMMAR</b>	
Subject and verb agreement/Run-on/Incomplete sentence	-2
<b>FORMAT</b>	
<i>Minor:</i> Consistency of style, format, and punctuation/Improper setup/Missing reference initials/Missing enclosure notation	-2
<i>Major:</i> Incomplete/missing element	-2/-5
<b>MAILABILITY</b>	
Unmailable, e.g. mathematical error, key component missed, etc.	-2
<b>ENVELOPES</b>	
<ul style="list-style-type: none"> <li>▪ Improper use of case/Street abbreviation not used/Author's name not included</li> </ul>	-1/2
<ul style="list-style-type: none"> <li>▪ Improper format/Placement of address/No postal code or improper placement thereof</li> </ul>	-2
<b>PROOFREADING</b>	
All proofreading errors	-2
<b>MAJOR ERROR</b>	
Missed line, sentence, or paragraph (or part thereof)	-5

\*Marks deducted for each occurrence unless the error is repeated throughout the document.

Prepared: December 22/03