

I. COURSE DESCRIPTION:

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

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Keyboard at a minimum speed of 23 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 two separate occasions under instructor's supervision.

This module will constitute 5% of the course grade.

2. 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.

A. Potential Elements of the Performance for Word Processing:

- Compose, edit, and produce general correspondence
- Create and edit text—simple edits, as well as move, cut, copy, and paste
- Work with tables
- Create and use graphic images in documents
- Adjust font type and font size
- Work with automatic bullets and outlining
- Create templates or forms and use them repeatedly
- Use merge feature
- 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
- Integrate Excel with Word
- Manage files; utilize 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 columns

This document formatting module will constitute approximately 45 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. Developing Keyboarding Skills (23 g.w.p.m. – 98 percent accuracy)
2. Using Word Processing/Spreadsheets Software to complete office documentation.
3. Applying Document Formatting for the Office.
4. Completing Generic Office Simulation for Word Processing.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Proofreading & Editing Precision, 5th Edition, Larry Pagel, South-Western Educational Publishing, 2006 – ISBN: 0-538-44248-4.

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)	40%
Test #2 – (Par Fore)	40%
Daily Work for Simulation (including proofreading skills)	15%
Timed Writings	5%
TOTAL	100%

Grading System for Timed Writings:

23 g.w.p.m. 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%	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 areas.
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:

1. 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 E1101 or call Extension 2703 so that support services can be arranged for you.
2. 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 post secondary institutions.
3. Plagiarism:
Students should refer to the definition of “academic dishonesty” in the “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, 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.
4. Course Outline Amendments:
Substitute course information is available in the Registrar's office.
5. 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.

6. Students are expected to be present to write all tests during regularly scheduled classes. In the event of a failed course grade, a supplementary test based on the semester's work will be administered to the lowest failed test.
7. A disk labeled with the student's, professor's, and the course name MUST be available with the assignment. At the professor's discretion, disks will be checked. Students are advised to maintain at LEAST one backup of all files. A lost or damaged diskette will not be an acceptable reason for a late or incomplete assignment.
8. It is expected that 100 percent of classroom work be completed and submitted on time. A late assignment with an attached Extension form will be accepted if submitted within 72 hours of the due date and time. Twenty-five percent will be deducted from late/incomplete assignments automatically. Failure to follow this procedure will result in a zero grade for the assignment.
9. All work must be labeled with the student's name and the project information on each page. All work must be submitted in a labeled folder complete with a plastic disk pocket.
10. During testing, the program's on-line help may be available. 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.).
11. Proofreading is an integral part of this course. Marks will be deducted for all proofreading and spelling errors. Refer to attached departmental grading scheme.
12. Regular attendance 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.
13. 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 instructor who will keep them on file until the end of the next module. Any questions regarding grading of individual tests must be brought to the professor's attention within two weeks of the test paper being returned.
14. Keyboarding proficiency is stressed and is an essential component of this course. 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.

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.

Modified Office Administration Detailed Grading Sheet – 2003/2004

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

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.