

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 developing editing and proofreading techniques through the integrated use of a leading reference manual. 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 editing/proofreading skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Apply problem-solving skills to produce accurate, computer-generated business documents, by a specified deadline, by processing text and numeric information (using Microsoft Word and Excel) 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.
- Create, design, and edit tables.
- Use graphic images in documents.
- Adjust font type and font size.
- Work with automatic bullets and outlining.
- Create forms and use them repeatedly.
- Use merge features to generate letters and directories.
- 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 using either Word or Excel.
- Create labels.
- Use the spell check feature.
- Integrate Excel with Word.
- Manage files and utilize folders.

B. Potential Elements of the Performance for Document Formatting:

- Format and enhance standard business documents, i.e. letters, reports, agendas, minutes, income statements, etc., according to current style manuals.
- Design a business logo.
- Format tables by adding borders and shading, changing column widths, aligning text, inserting and deleting rows, splitting and merging cells, etc.
- Format envelopes and labels according to Canada Post standards.
- Format outlines.
- Format columns.

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/Spreadsheet Software (Microsoft Word and Excel) to Complete Office Documentation.
2. Applying Document Formatting for the Office.
3. 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
ISBN: 0-538-68767-3.

Letters and Memo Styles and Canada Post Guidelines, prepared and supplied by Sheree Wright

Oxford Canadian Dictionary, Oxford Press

Manila file folders (2) – letter size with CD pockets affixed to inside folder.

Two memory sticks or CDs.

V. EVALUATION PROCESS/GRADING SYSTEM:

Two Par Fore Simulation Tests:

Hands-on Test 1	40%
Hands-on Test 2	40%
Daily Work for Simulation	<u>20%</u>
TOTAL	100%

Note: Office Administration grading scheme will be followed for tests and assignments submitted as part of the OAD125 course – see attached.

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:**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 student's responsibility to be familiar with the course outline and *Office Administration – Executive Student Manual*. These documents outline classroom policies that must be followed.

By considering the college environment as their workplace for the duration of the program, students will have a standard of performance to meet and will practise the day-to-day skills required to be successful in the work world.

These skills include:

- arriving and leaving class on time
- calling in/e-mailing when not in attendance
- checking college e-mail twice daily as a minimum
- following classroom rules and procedures
- demonstrating appropriate manners and etiquette
- listening attentively when the class is being addressed
- demonstrating respect for others at all times
- focusing on the work at hand
- organizing paperwork and keeping track of deadlines
- producing accurate, mailable documents
- being responsible for your own work

Failure to follow program policies will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One e-mail notification from professor
- Removal from the classroom and meeting with professor
- Meeting with the dean which may result in suspension or expulsion from the course/program

The Student Code of Conduct (found on the portal) provides guidelines and disciplinary procedures for the college community. Academic dishonesty as defined in the Student Code of Conduct will result in a zero grade for all involved parties.

Keyboarding proficiency is an integral component of the Office Administration – Executive program. Students who are unable to keyboard with touch type techniques should practise their skills on a daily basis.

All the Right Type typing tutor software is located in the E-wing computer labs and in the Learning Centre. Visit <http://www.ingenuityworks.com/> for more information on purchasing *All the Right Type* for home use.

Lectures will not be repeated in subsequent classes. A study partner/group is invaluable for notes in the event of an unavoidable absence but must not be depended upon for frequent absences.

It is expected that 100 percent of classroom work be completed as preparation for the tests. The college network (S:/My Documents) should be used as the primary workspace. Students are responsible for maintaining back-ups of all completed files using either a memory stick (USB) or CD.

All requested assignments must be submitted in a labeled folder complete with a plastic USB/CD pocket. All work must be labeled with the student's name and the project information on each page.

A late assignment 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.

Students are expected to check college e-mail twice daily as a minimum to ensure timely communication of course information.

Producing accurate work is fundamental to this course. Marks will be deducted for inaccuracies.

Students are expected to be present to write all tests during regularly scheduled classes. Students must ensure that they have the appropriate tools on hand to do the test. Textbooks, including resource materials (*Gregg Reference Manual* and dictionary), are not to be shared during tests.

Test papers may be returned to the student after grading to permit review of the tests. However, the student must return all test papers to the professor who will keep them on file for two weeks after the semester finish date.

Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the date test papers are returned in class.

For those students who have

- attended 75 percent of classes
- completed all required course work
- failed the course or missed one test

a supplementary test will be administered at the end of the module. The mark achieved on the supplemental will replace the lowest test for the final grade calculation.

In exceptional circumstances, the department will review the application of this policy on an individual basis. Supporting documentation may be required.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

OFFICE ADMINISTRATION DETAILED GRADING SHEET – 2012/2013

ABBREVIATIONS	
Failure to abbreviate properly, e.g. Ontario/ON, Street/St.	-2
APPEARANCE	
Improperly assembled documentation, e.g. pages out of order, pages upside down	-2
CAPITALIZATION	
<ul style="list-style-type: none"> ▪ Failure to capitalize less obvious words, e.g. the Great Depression 	-1/2
<ul style="list-style-type: none"> ▪ Failure to capitalize the first word in a sentence or obvious proper nouns, e.g. Wawa, Robert Kline 	-5
COMPOUND WORDS (use the program-approved dictionary to verify spelling)	
<ul style="list-style-type: none"> ▪ Incorrectly formed compound nouns/verbs that follow no regular pattern, e.g. courtyard, court order, layoff, to lay off, court-martialled, over-prescribe) 	-2
<ul style="list-style-type: none"> ▪ Incorrectly formed words that can be written as one or two words, e.g. anyone/any one, awhile/a while, already/all ready) 	-2
<ul style="list-style-type: none"> ▪ Incorrectly formed compound adjectives/adverbs, e.g. an actor who is well known/a well-known actor, part-time worker, go partway) 	-1/2
ENVELOPES	
<ul style="list-style-type: none"> ▪ Improper use of case/Forgetting to use street abbreviations/Missing author's name 	-1/2
<ul style="list-style-type: none"> ▪ Improper format/Incorrect placement of address/Missing or improperly placed postal codes 	-2
FORMAT	
Inconsistency of document style, format, and punctuation/Improper set-up/Missing reference initials/Missing or incorrect notations, e.g. Enclosure, Confidential, Copy, Attention, etc.	-2
GRAMMAR	
Errors in subject and verb agreement/Run-on sentences/Incomplete sentences	-2
MAILABILITY	
Errors in mathematical calculations or missing key elements, e.g. headings, lines, sentences, or paragraphs	-5/-10
NUMBERS	
Incorrect number usage	-2
PLURALS	
Errors in forming plurals, e.g. child/children, home/homes	-5
POSSESSIVES	
Errors in forming possessives	-2
PUNCTUATION	
<ul style="list-style-type: none"> ▪ Errors in the use of punctuation marks: period, question mark, exclamation mark, comma, semicolon, colon, em/en dash, hyphen, parentheses, quotation marks, etc. 	-1/2
<ul style="list-style-type: none"> ▪ Errors in the use of font styles: italics, underline, bold, etc. 	-1/2
<ul style="list-style-type: none"> ▪ Missing end-of-sentence punctuation 	-5

SPACING	
Errors in vertical and horizontal spacing	-2
SPELLING/VOCABULARY	
<ul style="list-style-type: none">• Incorrectly spelled words, e.g. receipt/reciept• Incorrectly typed words (typographical errors), e.g. teh, buter• Errors in word usage, e.g. to/too/two, site/sight/cite	-5

*Marks deducted for each occurrence unless the error is repeated consistently throughout the document. *Updated: 2013-02-06*

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.