H. COUNCILL TRENHOLM STATE TECHNICAL COLLEGE

# COURSE SYLLABUS

**PROGRAM: Office Administration (SET)**

**COURSE NAME AND NUMBER**: **SET125 – BASIC WORD PROCESSING**

**MEETING DAYS/TIMES: Tuesday / 03:00 pm – 6:00 pm**

## COURSE LOCATION: Macon County Career & Technical Education Center, Rm B

## INSTRUCTOR INFORMATION

## Instructor: William C. Turner

**Office Location: Macon County Career & Technical Education Center**

**Office Hours: See Posted Office Hours**

**Phone Number:** **(334) 724-1236**

**E-mail Address:** [**wturner@trenholmstate.edu**](mailto:wturner@trenholmstate.edu)

**COURSE DESCRIPTION**:

This course is designed to provide the student with basic word processing skills through classroom instruction and outside lab. Emphasis is on the utilization of software features to create, edit, and print common office documents. Upon completion, the student should be able to demonstrate the ability to use industry-standard software to generate appropriately formatted, accurate, and attractive business documents such as memoranda, letters, and reports.This is a CORE course and supports CIP code 52.0401.

This course is designed to teach document preparation skills using word processing. Word processing tasks in this course teach students how to create, design, format, and edit professional documents.

**Credit Hours:** 3 **Contact Hours:** 3

**PREREQUISITE(S): SET 101 Beginning Keyboarding or**

**CIS 146 Microcomputer Applications or Equivalent**

**REQUIRED MATERIALS** ***(Student’s responsibility – Students will not be allowed to participate in this course without these required materials)***

**Required Textbook:** *Microsoft Office Word 2013: In Practice, Complete, Nordell, Randy,*

*McGraw-Hill, 2014.*

**Websites:** [**http://www.mhhe.com/lessonapproach2010**](http://www.mhhe.com/lessonapproach2010)

**Required Supplies:** jump drive, notebook, pen/pencil, printer paper

**REQUIREMENTS FOR LAB/SHOP/CLINICAL PARTICIPATION:**

Computer time: Approximately two to four hours per week of computer time outside of class is recommended.

**HARDWARE/SOFTWARE REQUIREMENTS**

You will use Microsoft Word 2010 to work through this textbook. Word 2010 needs to be installed on the computer’s hard drive or a network . Use the following checklists to evaluate installation requirements.

**Hardware**

• Computer with 500MHz or higher processor and at least 256MB of RAM.

• CD-ROM drive and other external media (3.5-inch high-density floppy, ZIP, etc.).

• 1.5GB or more of hard disk space for a “Student” Office installation.

• 1024 × 768 or higher-resolution video monitor.

• Printer (laser or ink-jet recommended).

• Mouse.

• Modem or other Internet connection.

**Software**

• Word 2010 (from Microsoft Office System 2010).

• Windows XP with Service Pack 2 or later, or Windows Vista or later operating system.

• Browser and Internet access.

**COURSE PARTICIPATION POLICY**

##### Each student is expected to participate in all assigned course activities. In order to receive credit for a course, a student must attend 85% of the scheduled class meetings. Instructors must unofficially withdraw (drop) students who are absent in excess of 15% of the scheduled class meetings. Any combination of three tardy arrivals to or early departures from class will count as one missed class meeting. The following table shows the maximum number of unexcused absences per term:

|  |  |  |
| --- | --- | --- |
| Class Meetings  Per Week | Allowed Absences  Fall/Spring Semester | Allowed Absences  Summer Semester |
| 1 | 2 | 1 |
| 2 | 5 | 3 |
| 3 | 7 | 4 |

If a student officially withdraws or is unofficially withdrawn (breaks the Attendance Policy) prior to 70% of the term he/she will receive a “W”. After 70% of the term has been completed, a student who misses class will not be allowed to make up any missed work unless he/she receives prior approval from the instructor. A student will not be issued an “I” based on absences; instead, a student will receive the grade he/she earns, with a grade of “0” being given for any homework, exam, project, or other assignment not completed. Final grades will be calculated based on all assignments required, regardless of whether or not the student has completed those assignments. Thus, a student who fails to attend class after the “W” grade can no longer be issued will earn the grade of “0” for assignments due on days when he/she does not attend.

**STUDENT LEARNING OUTCOMES**

**COURSE OBJECTIVES:**

In successfully completing this course, the student should be able to:

1. Analyze, synthesize, and evaluate, school, work, or home situations and use word processing software to complete information-processing tasks efficiently and effectively.
2. Use and customize interface and computer operations using the operating system utilities.
3. Access the Internet and use the browse, search, and hyperlink capabilities of Web browser.
4. Prepare, manage, and print documents using word processing software, including sending attachments with e-mail.
5. Write (compose) original text and edit information using online writing tools, reference tool, grammar checkers, and search-and-replace functions.
6. Enhance document design and presentation through the use of charts, bitmapped graphics, clip art, Microsoft Draw, Microsoft Graph, and WordArt.
7. Create, design, and produce professional documents using basic word processing software. Topics include design options of formatting and layout, strategies for working with multiple documents, and techniques for using templates and predesigned styles. (Core level).
8. Create, design, and produce professional documents using word processing software. Functions include: formatting with special features, working with shared documents, creating specialized tables and indexes, using macros and styles, and integrating clip art, graphics, and charts. (Expert level).
9. Plan and create forms and tables for efficient data display and access, searching, and sorting.
10. Create specialized master documents, tables, indexes, and outlines.
11. Use strategies for merging and integrating source data from different applications using the commands for object linking and file embedding.

**INDUSTRY/PROFESSIONAL COMPETENCIES:**

* 1. Explain the steps required to create, design, save, print, and edit documents using word processing software.
  2. Describe the requirements for accurately formatting selected documents.
  3. Change views within word processing software and documents.
  4. Manipulate tabs within word processing software and documents.
  5. Accurately use the clipboard feature within word processing software and documents.
  6. Use the customizing functions for enhancing word processed documents.
  7. Accurately use the Creating Tables feature within word processed documents.
  8. Accurately use other selected (miscellaneous) word processing features.

##### GRADING: The final grade for this course will be calculated according to the following criteria.

Final grades will be calculated as follows:

**Assessment Category Percentage of Grade**

Average of theory tests 50%

Average of all graded assignments (Portfolio) 25%

Average of all projects, presentations, quizzes 25%

and the Work Ethics Component

* Fifty percent of the final grade will be the average of all theory tests.
* Twenty-five percent of the final grade will be the average of all graded assignments (Portfolio).
* Twenty-five percent of the daily grade will be based on your level of participation in all activities related to the course including: Role-playing, research, projects, presentations, written assignments, quizzes, the Work Ethics Program, and other activities as assigned.

Five points will be deducted for each error including the following: omissions, accidental text additions, typographical errors, and formatting errors.

All assignments must be completed in order to satisfactorily complete the requirements of this course.

Documents are to be put in document protectors in a notebook (portfolio).

## GRADING SCALE:

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade | Scale | D | 69 - 60 |
| A | 100 - 90 | F | 59 and below |
| B | 89 - 80 |  |  |
| C | 79 - 70 |  |  |

**DEPARTMENTAL/INSTRUCTOR CLASS POLICIES**

The following policies have been adopted by the instructor of the course and/or the academic department to make the class environment as conducive to learning as possible. These policies are designed to ensure that all students are treated equitably and held to standards that will adequately prepare them for further academic study and/or professional success.

**COURSE COMPLETION REQUIREMENTS:**

1. All class assignments including homework and computer labs/projects are due at the beginning of class on the specified date. Late assignments will be lowered one full grade and will not be accepted beyond one week of the original due date.
2. All homework assignments are to be turned in, in the following manner: assignments (in order), (with your name, date and assignment number) and stapled in the upper left corner.
3. Students are expected to take all tests on scheduled dates, during the regular class time. It is your responsibility to inform the instructor if you need to take a make-up exam.
4. Students are responsible for the study of all assigned topics in the class. The instructor is not responsible for reviewing any material, administering any make-up test, or reissuing assignments missed due to the student being absent. Students are encouraged to bring to the instructor any unresolved problems.
5. Students are not allowed to eat, drink, chat on-line, or disturb in any way instruction/study in the classroom or computer lab. Cellular phones and pagers are not to be used in class, if you have them they must remain off or on vibrate the entire class period; also, children are not allowed in class.
6. It is the responsibility of the student to complete satisfactorily all homework assignments and attend each class session.

**MAKE-UP WORK POLICY:** Absences, whether excused or not, do not relieve students of the responsibility for assignments and/ or material covered during classes missed. Instructors are not obligated to re-cover material, re-issue assignments, or give make up tests due to a student’s absence.

## MIDTERM REVIEW: Students will meet with the instructor at midterm to review their grades for the course. Any student who has below a “C” average will work with the instructor to develop a plan for improving that class average.

##### DISCLAIMER: The course syllabus provides a general plan for the course; changes may be necessary pending intervening circumstances that in the judgment of the instructor require the addition or deletion of material and/or assignments. Any changes shall be communicated to the students in a timely manner.

**LIBRARY RESOURCES**

The Trenholm Campus library is located on the 1st floor of the Library Tower at 3086 Mobile Highway. A branch of the library is located on the Patterson Campus in Room 101E of Building E. You can visit the library’s website by clicking on the link on the college website homepage or by going directly to the website through our Internet browser by typing the following address:

http://www.trenholmstate.edu/library?&MMN\_position=144:144

The college library will serve as an important resource for research assignments for this and other classes offered by the College.

**INSTITUTIONAL POLICIES**

**DISABILITY POLICY**

H. Councill Trenholm State Technical College complies with the provisions of the Americans with Disabilities Act (ADA) of 1990, which makes it illegal to discriminate against individuals with disabilities in employment, public accommodations, public services, transportation, and telecommunications.

It is the policy of H. Councill Trenholm State Technical College to provide special assistance and accommodations to those students who require assistance in testing, course and program planning, and registration. If you have any type of disability that may require accommodations to succeed in this course or this program, it is your responsibility to inform your instructor and/or the ADA Coordinator so that you and he or she can plan for such accommodations. You may inform your instructor after class, or you may contact the ADA coordinator on your campus.

### SEXUAL HARASSMENT POLICY

H. Councill Trenholm State Technical College affirms its commitment to ensuring an environment for all employees and students which is fair, humane, and respectful. Therefore, the College will not tolerate any verbal or physical conduct that constitutes sexual harassment of any employee or student.

Such behaviors are prohibited by Federal regulations, which state:

“Harassment on the basis of sex is a violation of Section 703 of Title VII. Unwelcome sexual advances, requests for sexual behaviors, and other verbal or physical conduct of a sexual nature constitute sexual harassments when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.”

H. Councill Trenholm State Technical College deplores such conduct as an abuse of authority, and thus it is an official institutional policy that sexual harassment of employees and/or students will not be tolerated. The College accepts the proposition that sexual harassment, like any civil rights violation, generates a harmful environment. The administration of the College will act positively to investigate alleged harassment and to effect remedy when an allegation is determined to be valid.

Complaints about sexual harassment should be registered in the office of the Title IX Coordinator on your campus.

**ACADEMIC DISHONESTY POLICY**

The primary goal of H. Councill Trenholm State Technical College is the promotion of an atmosphere conducive to studying and learning. Those conditions and actions that encourage scholarship are applauded; those conditions and actions that deter or discourage intellectual growth and development are deplored. Therefore, ‘Academic Dishonesty’ is defined as follows:

1. Cheating on an exercise, test, problem, practice or examination submitted by a student to meet course requirements. Cheating includes, but is not limited to: the use of unauthorized aids (such as crib sheets, written materials, drawing, etc.); copying from another student’s work; soliciting, giving and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.
2. Plagiarism on an assigned paper, theme, report or other material submitted to meet course requirements. Plagiarism is the act of using, in one’s own work, the work of another without indicating that source.
3. Use of tests or papers prepared by commercial or non-commercial agents and submitted as a student’s own work.

Charges of academic dishonesty made against a student by a faculty member must follow the principles of due process. Faculty members must bring charges against a student in writing. A faculty member shall not give the grade ‘F’ or any punitive punishment for academic dishonesty unless guilt is established through the due process procedure.

**WORK ETHICS**

Trenholm State Technical College promotes employability skills in its students through participation in the Work Ethics Program. Business and industry leaders have identified essential work ethics that should be taught and practiced in order to develop a viable and effective workforce. The ten work ethics traits identified are stated below.

1. **Attendance:** Attends work/class consistently, arrives/leaves on time; notifies employer/instructor in advance of planned absence; and makes up assignments punctually.
2. **Character:** Displays loyalty, honesty, trustworthiness, reliability, dependability, initiative, self-discipline, and self-responsibility.
3. **Teamwork:** Respects rights of others; is a team worker; is cooperative; is assertive; displays customer serve attitude; seeks opportunities for continuous learning, and displays mannerly behavior.
4. **Appearance:** Displays appropriate dress, grooming, hygiene, and etiquette.
5. **Attitude:** Demonstrates a positive attitude; appears self-confident; and has realistic expectations of self.
6. **Productivity:** Follows safety practices; conserves materials; keeps work area neat and clean; and follows directions and procedures, doesn’t waste time.
7. **Organizational Skills:** Manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
8. **Communication:** Displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; and follows chain of command.
9. **Cooperation:** Displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; and follows chain of command.
10. **Respect:** Deals appropriately with cultural/racial diversity and does not engage in harassment of any kind.

**WORK ETHICS EXPECTIONS FOR STUDENTS**

As a student you are expected to:

* Attend each scheduled class period and be in class on time.
* Complete assignments on time.
* Prepare for class by reading assignments, completing homework, and bringing to class all necessary supplies and/or equipment. Evidence of this will be class presentation, instructor observations, lab assignments, and testing and evaluation.
* Demonstrate proper use of time by beginning and ending work as expected, observe policies on break and lunch periods, and use work time appropriately.
* Encourage and facilitate cooperation, pride, trust, and group identity as well as foster commitments and team spirit.
* Display a high level of effort and commitment to performing work, operate effectively within the defined structure, and demonstrate trustworthiness and responsible behavior.
* Participate in activities by contributing to class discussions, completing assignments, and being involved in lab activities.
* Observe established policies on safety and notify proper authorities of circumstances or situations that present potential safety hazards.
* Use all equipment and tools in a safe and proper manner. Do not use or knowingly permit others to use tools and equipment improperly.
* Present a neat, clan appearance, dress appropriately, practice personal hygiene, and wear clothing suitable to the job task and environment based on customers served.
* Communicate accurate information to others in a professional and courteous manner, convey a willingness to assist, work to resolve conflicts and to identify solutions in which all parties benefit, and demonstrate concerns for treating people fairly and equitably.
* Display a willingness to cooperate and accept constructive feedback. Treat your instructor and classmates with respect, courtesy and tact.

**SAFE ENVIRONMENT**

All school personnel-administrators, maintenance staff, instructors, and students will be obligated to contribute their individual effort in order to develop, insure, and maintain a safe environment. Voluntary compliance is expected; however, the Safety Team will serve in a supervisory capacity to assure continuity of performance and the continuation of a viable program. The Safety Team will determine who inspects, when to inspect, how to inspect, and will conduct a follow-up study to evaluate progress.

**ALERT NOTIFICATION SYSTEM**

<http://www.trenholmstate.edu/home.htm>

As part of Trenholm State’s ongoing effort to safeguard students, faculty and staff, the College has implemented a new emergency communications system. Known as Trenholm Alert, the system allows students, faculty and staff to receive time-sensitive emergency messages in the form of e-mail, voice and text messages.

Everyone who has a Trenholm State Technical College e-mail address will receive emergency alerts to their campus e-mail address. In order to also receive text and voice message alerts, members of the campus community will be asked to providephonecontact information. While participation in the text and voice messaging notification is optional, enrollment is strongly encouraged. The information you supply is considered confidential and will not be shared or used for other purposes. You will only be contacted through the system in the event of an emergency.

Once you have signed up for Trenholm Alert you will be eligible for notifications after 24 hours.

*The following buildings are connected to the system as indicated. As these alerts are made, faculty/staff and students are required to respond as indicated.*

**IMPORTANT SYSTEM NOTIFICATIONS**

* **Tornado Warning** - Long Siren & Audio Statement
* **Statement:** “Warning! A tornado warning has been issued for our location. Please take shelter immediately.
* **Response:** Take shelter immediately in the areas designated on signs posted in your area
* **Severe Thunderstorm Warning** – No Tone
* **Statement:** “Severe thunderstorm warning. A severe thunderstorm warning has been issued for this area.
* **Response:** None, information only
* **Building Evacuation** – Fog Horn Tone
* **Statement:** “Attention! This is an emergency evacuation order. Remain calm; follow the instructions of the emergency officials. This is an emergency evacuation order. Obey the emergency officials. Remain calm.”
* **Response:** Evacuate the building and locate to a position at least 500 feet from the building. Faculty is responsible for ensuring students are guided away from the buildings.
* **All Clear Warbling Tone & Audio Statement**
* **Statement:** “All clear, the emergency is over. All clear, the emergency is over. All clear the emergency is over
* **Response:** Return to you designated area, emergency is over
* **Alert Notification System Tests** – Single Siren and Audio Statement
* This is a test, this is a test of the emergency warning system, this is only a test.
* **Response:** None

**STATEMENT OF RECEIPT BY STUDENT**

I verify that my instructor has provided me with a copy of the syllabus for this course.

I verify that I have been advised of the course content and course requirements; Additionally, I verify that I have read the course participation, disability, sexual harassment, and academic dishonesty policies.

Student’s Name (please print legibly) Student ID Number

06-02-2015

Student’s Signature Date

**SET125 / 62014 BASIC WORD PROCESSING**

Course Number/Call Number Course Name

Student’s Email Address Student’s Telephone Number

**BASIC WORD PROCESSING**

**Course Outline/Calendar**

**Spring 2014**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DATE**  **T/TH** | **LESSON** |  | **EXAMS** |
| 1 | 06/02 | Introduction/Overview | Lesson 1: Creating and Editing a Document |  |
|  |  | Unit 1: Lessons 1-3 | Basic Skills |  |
| 2 | 06/09 |  | Lesson 1: Creating and Editing a Document |  |
|  |  |  | Lesson 2: Formatting Characters |  |
| 3 | 06/16 |  | Lesson 3: Writing Tools |  |
|  |  |  | Test | Unit 1 Applications |
|  |  | Unit 2: Lessons 4-7 | Paragraph Formatting, Tabs, and Advanced Editing |  |
| 4 | 06/23 |  | Lesson 4: Formatting Paragraphs |  |
|  |  |  | Lesson 5: Tabs and Tabbed Columns |  |
|  |  |  | Lesson 6: Moving and Copying Text |  |
| 5 |  |  |  | Midterm Exam |
| 6 | 06/30 |  | Lesson 7: Find and Replace |  |
|  |  |  | Test | Unit 2 Applications |
|  |  | Unit 3: Lessons 8-12 | Page Formatting |  |
| 7 | 07/07 |  | Lesson 8: Margins and Print Options |  |
|  |  |  | Lesson 9: Page and Section Breaks |  |
|  | 07/14 |  | Lesson 10: Page Numbers, Headers, and Footers |  |
| 8 | 07/21 |  | Lesson 11: Styles and Themes |  |
|  |  |  | Lesson 12: Templates | Final Project |
| 9 | 08/04 |  |  | FINAL EXAM |
|  |  |  |  | Evaluation  End of Semester |
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**BASIC WORD PROCESSING**

Assignment Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| EXERCISES | PRINT | EXERCISES | PRINT |
| Lesson 1 |  | Lesson 7 |  |
| 1.1-1.24 | 1.9 | 7.1-7.11 | 7.11 |
| Skills Review | 1.25 | Skills Review | 7.13 |
|  | 1.26 | Own Your Own | 7.21 |
|  | 1.27 | UNIT 2 |  |
|  | 1.28 |  | UA 2.1 |
| On Your Own | 1.33 |  | UA 2.4 |
| Lesson 2 |  | Lesson 8 |  |
| 2.1-2.15 | 2.9 | 8.1-8.12 | 8.4 |
|  | 2.15 |  | 8.8 |
| Skills Review | 2.16 |  | 8.10 |
| On Your Own | 2.25 |  | 8.11 |
| Lesson 3 |  |  | 8.12 |
| 3.1-3.13 | 3.9 | Skills Review | 8.13 |
|  | 3.12 | On Your Own | 8.23 |
| Skills Review | 3.14 | Lesson 9 |  |
| On Your Own | 3.24 | 9.1-9.10 | 9.10 |
| UNIT 1 |  | Skills Review | 9.14 |
|  | UA 1.1 | On Your Own | 9.20 |
|  | UA 1.4 | Lesson 10 |  |
| Lesson 4 |  | 10.1-10.11 | 10.8 |
| 4.1-4.20 | 4.2 |  | 10.10 |
|  | 4.6 |  | 10.11 |
|  | 4.8 | Skills Review | 10.12 |
|  | 4.12 | On Your Own | 10.22 |
|  | 4.20 | Lesson 11 |  |
| Skills Review | 4.24 | 11.1-11.12 | 11.9 |
| On Your Own | 4.29 |  | 11.10 |
| Lesson 5 |  |  | 11.12 |
| 5.1-5.10 | 5.4 | Skills Review | 11.15 |
|  | 5.9 | On Your Own | 11.21 |
|  | 5.10 | Lesson 12 |  |
| Skills Review | 5.12 | 12.1-12.6 | 12.1 |
| On Your Own | 5.20 |  | 12.2 |
| Lesson 6 |  |  | 12.4 |
| 6.1-6.15 | 6.9 | Skills Review | 12.10 |
|  | 6.11 | On Your Own | 12.15 |
|  | 6.15 | UNIT 3 |  |
| Skills Review | 6.16 |  | UA 3.1 |
| On Your Own | 6.25 |  | UA 3.4 |
|  |  | FINAL EXAM | FINAL PROJECT |

Complete Chapter Exercises, Quiz, and Simnet for each chapter.

Print Summary Reports (100% Accuracy)

Print and upload documents to Moodle.

**BASIC WORD PROCESSING**

**MINIMUM STUDENT LEARNING OUTCOMES**

**GENERAL INSTRUCTIONAL OBJECTIVES**

The **cognitive objective** for this course is for each student to comprehend foundational knowledge of basic word processing skills used in the tasks of creating, designing, editing, and formatting text.

The **performance objective** of this course is for each student to apply and demonstrate knowledge of word processing skills used in this course.

**INDUSTRY/PROFESSIONAL COMPETENCIES/STUDENT PERFORMANCE**

**Student Learning Outcomes:** A student who successfully completes this course should be able to:

1. Explain the steps required to create, design, save, print, and edit documents using word processing software.
2. Describe the requirements for accurately formatting selected documents.
3. Change views within word processing software and documents.
4. Manipulate tabs within word processing software and documents.
5. Accurately use the clipboard feature within word processing software and documents.
6. Use the customizing functions for enhancing word processed documents.
7. Accurately use the Creating Tables feature within word processed documents.
8. Accurately use other selected (miscellaneous) word processing features.

|  |  |
| --- | --- |
| **MODULE A – CREATING, SAVING, PRINTING, AND EDITING DOCUMENTS** | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** |
| A1.0 Explain the steps required to create, design, save, print, and edit documents using word processing software. (3c) | A1.1 Demonstrate proper procedures for creating, designing, saving, printing, and editing word processing documents. |

|  |  |
| --- | --- |
| ENABLING OBJECTIVES/KEY INDICATORS | KSAIndicator |
| A1.1.1 Explain how to create and design a document using word  processing software  A1.1.2 Explain how to save a document using the Save features  A1.1.3 Explain the process for using the various print features to print a  document A1.1.4 Explain how to use Print Preview A1.1.5 Explain the process of editing documents by inserting and deleting text, selecting text, using overtype/insert modes, and using undo/redo | c  b  b  b  c |

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| **MODULE B – FORMATTING DOCUMENTS** | | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** | |
| B1.0 Describe the requirements for accurately formatting selected documents. (3b) | B1.1 Demonstrate proper word processing procedures for formatting documents. | |
| **ENABLING OBJECTIVES/KEY INDICATORS** | | KSA **Indicator** |
| B1.1.1 Explain proper procedure for changing fonts  B1.1.2 Explain the proper procedure for applying text formatting features to documents  B1.1.3 Explain proper procedures for formatting paragraphs  B1.1.4 Explain proper procedure for changing line spacing  B1.1.5 Explain proper procedure for changing paper size  B1.1.6 Explain proper procedure for changing margins  B1.1.7 Explain procedure for changing page orientation  B1.1.8 Explain the procedure for inserting hard page breaks  B1.1.9 Explain the procedure for aligning text horizontally and vertically | | b  b  b  b  b  b  b  b  b  b |

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| **MODULE C – CHANGING THE VIEW** | | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** | |
| C1.0 Change views within word processing software and documents (3b) | C1.1 Demonstrate proper techniques for changing the view in word processing documents | |
| ENABLING OBJECTIVES | | KSAIndicator |
| C1.1.1 Explain proper procedure for changing the views using word processing software | | b |

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| --- | --- | --- |
| **MODULE D– TABS** | | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** | |
| D1.0 Manipulate tabs within word processing software and documents. (3c) | D1.1 Demonstrate proper techniques for using tabs | |
| ENABLING OBJECTIVES | | KSA Indicator |
| D1.1.1 Explain the process of using the ruler to set tabsD1.1.2 Explain the process of using the Tabs dialog box | | cc |

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| **MODULE E – CLIPBOARD** | | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** | |
| E1.0 Accurately use the clipboard feature within word processing software and documents. (3b) | E1.1 Demonstrate proper usage of the clipboard features | |
| **ENABLING OBJECTIVES** | | KSA **Indicator** |
| E1.1.1 Explain the process of working with blocks of textE1.1.2 Explain the process of deleting, moving, copying, and cutting and pasting text | | bb |

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| --- | --- | --- |
| **MODULE F – CUSTOMIZING DOCUMENTS** | | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** | |
| F1.0 Use the customizing functions for enhancing word processed documents. (3b) | F1.1 Demonstrate proper use of features for customizing documents | |
| **ENABLING OBJECTIVES** | | |
| F1.1.1 Explain the process of using headers and footersF1.1.2 Explain the process of using page numbering in a documentF1.1.3 Explain the process of the find/replace features | | bbb |

|  |  |  |
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| **MODULE G – TABLES AND CHARTS** | | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** | |
| G1.0 Accurately use the Creating Tables and Charts features within word processed documents. (3b) | G1.1 Demonstrate proper use of word processing features to produce tables and charts | |
| **ENABLING OBJECTIVES** | | **KSA Indicator** |
| G1.1.1 Explain the procedure for creating tablesG1.1.2 Explain the procedure for formatting tablesG1.1.3 Explain the procedure for converting text to table | | BBB |

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| **MODULE H - OTHER MISCELLANEOUS FEATURES** | | |
| **INDUSTRY/PROFESSIONAL COMPETENCIES** | **STUDENT PERFORMANCE OBJECTIVES** | |
| H1.0 Accurately use other selected (miscellaneous) word processing features. (3b) | H1.1 Demonstrate proper use of other miscellaneous word processing features | |
| ENABLING OBJECTIVES |  | **KSA Indicators** |
| H1.1.1 Explain other miscellaneous word processing features | | b |

**COURSE CONTENT OUTLINE**

## MODULE A – CREATING, SAVING, PRINTING, AND EDITING DOCUMENTS USING WORD PROCESSING

* Creating a document using word processing
* Saving a Document

- Save vs. Save As

- Save as Web Page

* + Printing a Document

- Using the print features

- Print Preview

- Printing Specific Text or Pages

* Editing a Document

- Inserting and deleting text

- Selecting text

- Using Overtype/Insert modes

- Undo/Redo

## MODULE B – FORMATTING DOCUMENTS

* Changing Fonts

- Using Font Dialog Box

* + Using toolbar to change font and font effects
    - Formatting Miscellaneous Text Features

- Changing Text Case

- Inserting Date and Time

- Inserting Special Characters

- Creating Ordinals

- Bold, Italics, Underline

* Formatting Paragraphs

- Changing the Alignment of Text in Paragraphs

- Spacing Before and After Paragraphs

- Creating Numbered and Bulleted Paragraphs

\* Changing the numbering format

\* Changing the bullet style

* + - Changing Line Spacing
    - Changing Paper size
    - Changing Margins

\* Left and Right Margins

\* Top and Bottom Margins

\* Gutter Margins

* Changing Page Orientation

\* Portrait

\* Landscape

* Inserting Hard Page Breaks
* Horizontal and Vertical Alignment of Text

**MODULE C CHANGING THE VIEW**

- Changing the View

\* Normal/Draft View

\* Print Layout/Page Mode View

\* Web Layout View

\* Reading Layout View

\* Outline View

**MODULE D MANIPULATING TABS**

- Using the Ruler to set tabs

- Using the Tabs Dialog Box

\* Setting Tabs

\* Deleting Tabs

\* Tab Alignment

\* Clearing Tabs

\* Setting Leader Tabs

**MODULE E USING THE CLIPBOARD**

- Working with blocks of text

\* Deleting a block of text

\* Moving a block of text

\* Copying a block of text

\* Cutting and pasting text

**MODULE F CUSTOMIZING DOCUMENTS**

* Creating Headers and Footers

- Using Header/Footer toolbar

\* Formatting headers and footers

\* Deleting headers and footers

\* Creating a header/footer for odd/even pages

* Inserting Page Numbering in a Document

\* Deleting Page Numbering

\* Modifying Page Numbering Format

* Finding and Replacing Text

\* Finding text

\* Replacing text

\* Finding and replacing formatting

**MODULE G TABLES**

* Creating a Table

- Open tables

- Grid tables

- Entering text in cells

- Moving insertion point within a table

- Selecting cells

* Formatting a Table

\* Adding Borders and Shading

\* Changing Column Width

\* Changing Table Size with the Resize Handle

\* Changing Row Height

\* Changing Cell Alignment

\* Vertically and Horizontally Aligning a Table

\* Inserting columns and rows

\* Deleting cells, columns, and rows

\* Merging and splitting cells

\* Formatting with AutoFormat

\* Removing borders

\* Moving a table

* Converting Text to Table

**MODULE H OTHER MISCELLANEOUS FEATURES**

* Other miscellaneous word processing features

**Knowledge, Skills, and Abilities (KSA) Indicators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ENABLING OBJECTIVES TABLE OF SPECIFICATIONS** | | | | |
|  | **Cognitive Domain** | | | |
| Facts/ Nomenclature A/a | Principles/ Procedures B/b | Analysis/ Operating Principles C/c | Evaluation/ Complete Theory D/d |
| Module A |  | 60% | 40% |  |
| Module B |  | 100% |  |  |
| Module C |  | 100% |  |  |
| Module D |  |  | 100% |  |
| Module E |  | 100% |  |  |
| Module F |  | 100% |  |  |
| Module G |  | 100% |  |  |
| Module H |  | 100% |  |  |

**Learning Objectives Table of specifications**

The table of specifications below identifies the percentage of objectives at a cognitive level for each module. **Instructors should develop sufficient** numbers of test items at the appropriate level of evaluation**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ENABLING OBJECTIVES TABLE OF SPECIFICATIONS** | | | | |
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| Module D |  |  | 100% |  |
| Module E |  | 100% |  |  |
| Module F |  | 100% |  |  |
| Module G |  | 100% |  |  |
| Module H |  | 100% |  |  |

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| Knowledge, Skills, and Abilities (KSA) Indicators | | | |
|  | **Value** | **Key Word(s)** | **Definition** |
| Performance  Ability | 4 | **Highly**  **Proficient** | Can do the complete competency quickly and accurately. Can tell or show others how to do the competency. |
| 3 | **Proficient** | Can do all parts of the competency. Needs only a spot check of completed work |
| 2 | **Partially**  **Proficient** | Can do most parts of the competency. Needs help only on hardest parts. |
| 1 | **Limited Proficiency** | Can do simple parts of the competency. Needs to be told or shown how to do most of the competency. |
|  | | | |
| Knowledge of Skills | d | **Complete**  **Theory** | Can predict, isolate, and resolve problems about the competency |
| c | **Operating Principles** | Can identify why and when the competency must be done and why each step is needed. |
| b | **Procedures** | Can determine step-by-step procedures for doing the competency. |
| a | **Nomenclature** | Can name parts, tools, and simple facts about the competency. |
|  | | | |
| Knowledge | D | **Evaluation** | Can evaluate conditions and make proper decisions about the subject. |
| C | **Analysis** | Can analyze facts and principles and draw conclusions about the subject. |
| B | **Principles** | Can identify relationship of basic facts and state general principles about the subject. |
| A | **Facts** | Can identify basic facts and terms about the subject |
|  | | | |
| **Alpha Scale Values -** Any item with an upper case letter (A, B, C, D) by itself is taught as general information on a topic. This information may be related to the competency or encompass multiple competencies. Examples might include mathematical computations or knowledge of principles such as Ohm’s Law.  A lower case letter indicates a level of ”Knowledge of Skills." Individuals are taught information pertaining to performing a competency . These may be indicated alone or in conjunction with a numerical scale value. A lower case letter by itself indicates the individual is not required to perform the task-just know about the task. (Example: Can state or explain procedures for doing a task).  **Numerical Scale Values** - The numbers reflect the levels the individual will be able to perform a competency. Number values are always accompanied by lower case letters (i.e. **1a, 2b, 3c**...etc.) in order to specify the level of knowledge of skills associated with the competency.  Example: An individual with a competency with a scale indicator of 3b has received training of knowledge of skills whereby he or she can determine the correct procedures and perform with limited supervision; only requiring evaluation of the finished product or procedure.  **NOTE:** Codes indicate terminal values. | | | |

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| RECOMMENDED INSTRUCTIONAL METHODOLOGIES: The table below links the teaching methods and activities most effective for facilitating student achievement of learning outcomes published in this plan of instruction. | | | |
| Cognitive Level **(Thinking)** | Goal for Students | Teaching Methods | Teaching Activities |
| Knowledge  Descriptive Verbs:  Defines, Lists, States, Describes, Identifies | Knows common terms, specific facts, methods, procedures, basic concepts, principles | Lecture  Computer-based Instruction  Video  Demonstration | Mnemonics  Examples or Illustrations  Repetition  Summaries  Reviews |
| Comprehension  Descriptive Verbs:  Describe, Explains,  Summarizes | Understands facts and principles  Interprets verbal material  Interprets charts and graphs  Translates verbal material to mathematical formulas  Estimates future consequences  Justifies methods and procedures | Informal Lecture  Discussion  Demonstration  Participation  Interactive Computer Based Instruction | 1. Teach to the Knowledge Level  2. Explains and demonstrates concept, principle or procedure learned  3. Put students in new situation, and instructor and students co-solve employing the indicated concept, principle, or procedure.  4. Put students in a new situation, and the students solve the new situation using the concept, principle, or procedure while instructor supervises.  5. Remediate/Reteach as required |
| Application  Descriptive Verbs:  Uses, Solves, Operates, Produces,  Demonstrates, Constructs | Applies concepts and principles to new situations  Applies laws and theories to practical situations  Solves mathematical problems  Constructs charts, graphs, or simple mechanisms  Demonstrates correct usage of a method or procedure | Demonstration  Individual Research  Lab Exercises  Case Studies  Experiments  Clinicals | 1. Teach to the Knowledge Level  2. Teach to the Comprehension Level  3. Student must identify the concept, principle, or procedure and use it to solve new scenario(s)  4. Remediate/Reteach as required |
| **Psychomotor Level**  **(Doing)** | Goal for Students | Teaching Methods | Teaching Activities |
| Mechanism  Descriptive Verbs:  Assembles, calibrates, inserts, removes, constructs, measures, fixes, dismantles, sketches | Learned responses have become habitual and can be performed with some confidence and proficiency as designated by the KSAs | Lab Exercises  Case Studies  Experiments | 1. Demonstration  2. Observation  3. Evaluation  4. Feedback  5. Remediate/Reteach as required |

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| Glossary of Terms | |
| Plan of Instruction (POI) | A teaching-learning plan which includes student centered instructional objectives, outlined content, instructional and evaluation strategies, and other relevant information needed to guide the development and/or revision of learning experiences such that students achieve stated educational and performance outcomes. |
| Industry/Professional Competencies | A major task that individuals perform in a given industry or profession . From these major tasks, performance objectives can be developed. Meeting performance objectives indicates a student has attained the associated industry/professional competencies. Taken together, these support the Course Instructional Objectives. |
| Course Instructional Objectives | The overall goal of the course of instruction stated in broad terms. This is supported by the attainment/completion of the competencies and associated competency tasks and sub-tasks. |
| Task | A skill that individuals perform that enables them to accomplish and satisfactorily complete/attain a~~s~~ given competency. |
| Student Performance Objectives | The skills each student is required to demonstrate during or at the conclusion of each module or course. These skills are the direct result of the attainment/completion of the professional competencies. |
| Enabling Objectives/Key Indicators | The required knowledge and/or skill each student must acquire in order to have the best chance of achieving the stated Student Performance Objective. |
| Knowledge, Skills, and Abilities (KSA) Indicator | A table that provides an alpha/numeric indicator of knowledge, knowledge of skills, and performance ability(s) students must demonstrate at the conclusion of specified instruction. Each competency designates the terminal level of KSA students must achieve. Enabling objectives/Key Indicators have a separate KSA designating the level of knowledge students must have in order to perform the associated competency(s). |
| Modules | A grouping of interrelated knowledge and skills representing a sub-task of a course. Modules may be taught independently of other course content. |
| Prerequisite Courses | Courses students are required to successfully complete before being allowed entrance into other courses |
| Instructional Note | Knowledge and skills relevant to the course that students will be demonstrating during the course. For example: computer, technical writing, mathematics, and speaking skills. |

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| **GLOSSARY OF TERMS (Cont)** | |
| Course Prefix/numbers | Used to identify courses taught in multiple disciplines. |
| Co-requisite Course | Course required in conjunction to the specified course often in the form of a lab |
| Modules | A grouping of interrelated knowledge and skills representing a sub-element of a course. |
| Course Content Outline | A listing of topics for instruction in a particular course |
| Contact/Credit hours | Specifies the recommended contact to credit hours for each course. Mandates the total credit hours awarded for each course. |
| Prerequisite Knowledge | Intellectual capabilities required for handling the academic rigors of the discipline. |
| Recommended Methods of Evaluation | Suggests test item options for measuring student achievement of enabling objectives. Suggests the number of test items required to adequately measure student achievement of enabling objectives. Mandates the evaluation of criterion objectives. |
| Recommended Instructional Methodologies | Suggests the most effective instructional methods for achieving stated learning levels |
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| Recommended Instructional Methodologies | Suggests the most effective instructional methods for achieving stated learning levels |