

Course Syllabus

NOTE: This syllabus is subject to change during the semester . Please check this syllabus on a regular basis for any updates.

Department : OFST

Course Title : Advanced Word Processing

Section Name : POFI 2440

Start Date : 08/27/2012

End Date : 12/14/2012

Modality : FACE-TO-FACE

Credits : 4

Instructor Information

Name : Nancy Stewart

OC Email : nstewart@odessa.edu

OC Phone # : 432-335-6486

Fall 2012 Office Hours

M 10-2

T 11-12:30

W 10-2

TH 9-9:30

F By Appointment Only

Monitored and open labs available daily. Help from the instructor is available at your request. Appointments can be set up or you may contact instructor during office hours. Tutoring is available through the LRC.

Course Description

Advanced techniques in merging, macros, graphic, and desktop publishing. Includes extensive formatting for technical documents. Emphasis on business applications.

Prerequisites/Corequisites POFI 2401

[ICOS](#) (1,2,3,5)

Course Objectives

1. *Create documents following directions in manuals.
2. Demonstrate use of correct language art skills, grammar, and punctuation.
3. Format/Transcribe documents.
4. *Proofread documents.
5. Sort and select data.
6. Merge for letters, envelopes, and labels.
7. *Create, save, edit, and execute macros.

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8. *Create math columns and execute math functions.
9. *Create newspaper columns and parallel columns.
10. *Create, edit, store, and execute styles.
11. *Create and execute outlines.
12. *Create and edit footnotes and endnotes.
13. *Create, edit, and perform mathematical functions using the table function.
14. *Create simple equations.
15. *Create table of contents and index.
16. Import simple graphics and use simple graphic options.
17. Read and follow instructions for document creations.
18. Approach practical problems by choosing appropriate math techniques.
19. Prioritize and allocate time for performance and follow schedules of work.
20. Demonstrate use of bullets.
21. Demonstrate line drawing.
22. Demonstrate typing in boxes.
23. *Create outline and paragraph numbering.
24. *Create, edit, print graphics.
25. Demonstrate cross-referencing master and subdocuments.
26. Demonstrate advanced fonts and WordPerfect characters
27. Demonstrate line and text formatting.
28. *Create and edit horizontal and vertical lines.
29. *Create and place text boxes
30. *Create and print advanced graphics.
31. *Create advanced tables and forms.
32. Perform object linking.
33. *Create and use button bar.
34. Complete application tasks with 100 percent accuracy.
35. Develop self-esteem through acquisition and application of skills.

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36. Demonstrate responsibility through meeting workschedule.
37. Create a World Wide Web home page.
38. Perform E-Mail.
39. Demonstrate use of a windows browser.
40. Demonstrate use of a Gopher.
41. Demonstrate use of a FTP program.
42. Demonstrate use of HTML tags.
43. Utilize search engines.
44. Create a bookmark list.

*INDICATES INTEGRATED, CORECURRICULUM SKILLS

(Math,Reading, Communication, Technological Literacy and/or Critical Thinking)

Required Readings/Materials

Microsoft Office 2010 Projects

Course Requirements (Lectures, Assignments and Assessments)

DATES	ASSIGNMENT	DESCRIPTION
8/28-9/4		Discuss business you will create
9/4-9/18	Project 1 Word	Business Cards, pg. 14 Create Your Business's Cards
9/18-10/2	Project 2 Word	Brochure, pg. 36 Create Your Business's Brochure
10/2-10/16	Project 1 Excel	Budget, pg. 52 Create Your Business's Brochure
10/16-10/30	Project 2 Excel	Sales Forecast, pg. 76

		Create Your Business's Forecast
10/30-11/13	Project 1 Integration	Job Performance Reviews, Pg. 100 Create Your Business's Review
11/13-11/27	PowerPoint Prezi	Training Presentation, pg. 174
11/27-12/4	Complete Creation of Businesses	
12/11	FINAL EXAM	

Grading Policy

Grading Scale:

Projects 50%

Business 50%

DEPARTMENTAL POLICY:

NO LATE WORK ACCEPTED OR MAKE UP TESTS GIVEN.

ATTENDANCE POLICY: Class attendance and preparation are essential in order to gain a full understanding of this course. Student attendance at EVERY class is expected. More than five absences will jeopardize your grade. Your final grade average will drop one point for every absence over five.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss our concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

"This course (Advanced Word Processing/ POFI 2440/Fall, 2012) has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the Business Professions program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor."

If you have any questions, please feel free to contact me.

