



**HOUSTON COMMUNITY COLLEGE SYSTEM
BUSINESS TECHNOLOGY DEPARTMENT
HOUSTON, TEXAS**

**COMPUTER APPLICATIONS II
POFI 1341**



**SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
SCANS COMPETENCIES INCORPORATED**

**HOUSTON COMMUNITY COLLEGE SYSTEM
BUSINESS TECHNOLOGY DEPARTMENT**

**COURSE SYLLABUS
COMPUTER APPLICATIONS II
POFI 1341**



SCANS Competencies Included in Textbook

FALL 2005

Instructor: Natasha. Davis	CRN: 21441
Phone: 713-867-5127	Time: Monday (2:25 – 3:50) Tuesday/Thursday (2:25 – 3:50)
Office Hours: By Appointment	Campus: H.S. LE/CJ (Room 100)

FINAL EXAM:

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: September 2, 2005

TEXTBOOKS AND MATERIALS

Microsoft Office 2003 Advanced Course by Sandra Cable and Connie Morrison. Published by South-Western Educational Publishing, 2005.

**One box of 3 1/2" high-density disks and labels
And/Or one 100 or 250 MB zip disk.**

COURSE DESCRIPTION

Continued study of current computer terminology and technology. Advanced skill development in computer hardware, software applications, and procedures. The student will demonstrate proficiency in commonly used software applications and identify and explain the concepts involved in producing documents using advanced features of software applications. Emphasis is on developing end-user proficiency skills for office environments. **(MOUS Certification Applicable) Prerequisites:** POFI 1301 and POFT 1329

Mission/Purpose

The primary purpose of POFT 1341 Computer Application II is to provide students with advance features of Microsoft Office 2003 software applications to further develop end-user proficiency skills for the office environments.

COURSE GOALS

1. to complete the required units from the textbook.
2. to demonstrate the ability to complete documents under timed production conditions.
3. to demonstrate the ability to work in a self-paced, individualized instructional environment utilizing time-management and work organizational skills.
4. to demonstrate the ability of selecting correct document formats and layouts, and assessing documents for correct grammar, spelling, and punctuation.

COURSE REQUIREMENTS AND EXPECTATIONS

This is an 80-hour hands-on, self paced, individualized, instructional course. Thus, the student is responsible for reading all appropriate training chapters and completing each training exercise as indicated on the class schedule.

There will be lectures on system requirements and procedures. The student is expected to take notes and refer to any instructional handouts provided by the instructor. (It is the student's responsibility, when absent from class, to make arrangements to get study notes before returning to class. It would be wise to exchange phone numbers with co-students.)

HCCS POLICIES**Disabilities Policies**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Drop or Withdrawal Policies

A student may drop a course or withdraw from the college by following the procedure outlined by the Campus Director. Should circumstances prevent a student from appearing in person to withdraw, writing to the Registrar's Office may complete withdrawal. A drop or withdrawal request will not be accepted by telephone. A student who ceases to attend a class without officially dropping or withdrawing, will be given a grade of "F" for non-attendance. A semester-hour student who fails to attend classes by the twelfth class day of a regular term will be administratively withdrawn from the class roll. Students who officially withdraw from a course during the first twelve days of a regular

term will not receive a grade and the course will not appear in their permanent records. Students withdrawing from a course after this period and prior to the deadline designated in the college calendar will receive a "W". A student may not withdraw from a course during the last two weeks prior to the final examination period.

Academic Dishonesty

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Student Handbook (pages 28-29) for further information regarding Academic Dishonesty.

CLASS ATTENDANCE

Students are expected to attend all classes in which they are enrolled regularly. Class attendance is the responsibility of the student. It is also the responsibility of the student to consult with the instructor regarding an absence from a class. The instructor checks class attendance regularly. A student may miss 12.5% of total class hours. *Reports of excessive absence will be sent to the Veterans Administration, Social Security Office, and other agencies responsible for aid to the student when appropriate.*

LATE ASSIGNMENTS and MAKE-UP TEST POLICY

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments and make-up assignments will only be accepted at the discretion of the instructor. All assignments for each level are due at the end of the level assignments.

NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with my supervisor, Ms. Willie Caldwell, Assistant Chair, at 713-718-7808 or Room E-119 Scarcella Building.

STUDENT EVALUATION

HCCS Grading System

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Score
A-Excellent	90-100
B-Good	80-89
C-Fair	70-79
D-Passing	60-69
F-Failure	0-59

Departmental Grading System

The following departmental grading system will be used to evaluate students' performance in this course:

Textbook Exercises/Questions	30%
Production Tests	50%
Final Exam	20%

POFI 1341--Computer Applications II

FALL, 2005

WEEKLY SCHEDULE OF ASSIGNMENTS

All Steps and the first project in each lesson is to be completed, unless otherwise stated.

WEEK	TEXTBOOK CHAPTERS	
<i>Review Computer Applications I and Introduction</i>		
1	Review	Review Computer Applications I
	Lesson 1	Microsoft Office 2003 and the Internet
Advanced Microsoft Word		
	Lesson 9	Sorting and Calculating
2	Lesson 10	Customizing Table and Creating Charts
	Lesson 11	Merging Form Documents, Directories Mailing Labels, and Envelopes
	Lesson 12	Formatting Graphics and Text Boxes
3	Lesson 13	Working with Long Documents
	Lesson 14	Editing in Workgroups
	Lesson 15	Creating Forms and Working with Web Documents
4	Lesson 16	Customizing Features
	Lesson 17	Creating Indexes and Tables of Contents, Figures, and Authorities
	TEST 1	COVERING ADVANCED WORD
Advanced Microsoft Excel		
5	Lesson 9	Applying Advanced Worksheet and Chart Options
	Lesson 10	Using Lists
	Lesson 11	Filtering, Extracting, and using Database Functions
6	Lesson 12	Working with Analysis Tools
	Lesson 13	Creating PivotTables and PivotCharts
	Lesson 14	Creating Macros and Menus
7	Lesson 15	Importing and Exporting
	Lesson 16	Using Templates and Protections
	Lesson 17	Working with Multiple Worksheets and Workbooks
8	Lesson 18	Working with Shared Workbooks
	Lesson 19	Using Outlines, Subtotals, and Validations
9	Lesson 20	Using Advanced Excel Tools
	TEST 2	COVERING ADVANCED EXCEL

WEEK	TEXTBOOK CHAPTERS	
Advanced Microsoft Access		
10	Lesson 7	Modifying Table Design
	Lesson 8	Relationships in Tables and Queries
	Lesson 9	Advanced Form Features
11	Lesson 10	Analyzing Data
	Lesson 11	Advanced Queries and Filters
	Lesson 12	Advanced Reports Features
12	Lesson 13	Importing and Exporting Data
	Lesson 14	Creating Macros and Switchboards
	Lesson 15	Working with Web Features (IF TIME PERMITS)
	Lesson 16	Using Management Tools (IF TIME PERMITS)
	Lesson 17	Utilizing Advanced Management Tools (IF TIME PERMITS)
	TEST 3	COVERING ADVANCED ACCESS
Advanced Microsoft PowerPoint		
13	Lesson 5	Using Advanced Text Features
	Lesson 6	Creating Tables and Charts
	Lesson 7	Working with Visual and Sound Objects
14	Lesson 8	Customizing Options
	Lesson 9	Importing and Exporting Information
15	Lesson 10	Using Advanced Presentation Features
	TEST 4	COVERING ADVANCED POWERPOINT
16	FINAL EXAM	

THE BELOW ASSIGNMENTS ARE OPTIONAL ONLY

Advanced Microsoft Outlook		
	Lesson 4	Customizing and Sharing Outlook Information
	Lesson 5	Advanced Outlook Features
	Capstone	Capstone Simulation (If time permits)

Microsoft Office 2003: Advanced Course

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. Resources—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. Interpersonal—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. Information—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize that efforts to master information skills prepare students for future employment.
4. Systems—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. Technology—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The three SCANS foundation skills identified by the Commission are the following:

1. Basic Skills—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

2. Thinking Skills—Creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.
3. Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

SCANS workplace competencies and foundation skills have been integrated into *Microsoft Office 2003: Advanced Course*. The grid on the following page correlates Step-by-Step exercises, projects, applications, and jobs in the text with specific SCANS competencies and skills. There are also a number of student activity worksheets for SCANS in this folder (see the **SCANS Worksheets** file).

Microsoft Office 2003: Advanced Course
SCANS Workplace Competencies and Foundation Skills

Unit	Resources (1)	Interpersonal Skills (2)	Information (3)	Systems (4)	Technology (5)	Basic Skills (6)	Thinking Skills (7)	Personal Qualities (8)
	SBS9.1-9.5, 9.7, PR9-1-9-3, CT9-1, 9-2, CT9-1, 9-2 SBS10.1, 10.3, 10.8, 10.10-10.13, CT10-1, 10-2 SBS11.1, 11.5, 11.8-11.10, PR11-1-11-5, CT11-1, 11-2 SBS12.1, 12.8, PR12-1-12-3, CT12-2	SBS15-1-15.13, PR15-1-15-3, CT15-1, 15-2, CT18-2	SBS9.1-9.7, PR9-1-9-3, CT9-1, 9-2 SBS10.3-10.6, 10.8, 10.10-10.13, pr10-1-10-3, CT10-1, 10-2 SBS11.5-11.7, 11.10, PR11-1-11-5, CT11-1, 11-2, SBS12.1-12.7, PR12-1-12-3, CT12-1, 12-2 SBS13.1-13.13, PR13-1-13-3, CT13-1, 13-2	CT9-2 CT11-1, 11-2 SBS13.14, CT13-1, 13-2 CT14-1, 14-2 SBS17.8	SBS9.1-9.7, PR9-1-9-3, CT9-1, 9-2 SBS10.1-10-13, PR10-1-10-3, CT10-1, 10-2 SBS11.1-11.10, PR11-1-11-5, CT11-1, 11-2 SBS12.1-12.8, PR12-1-12-3, CT12-1, 12-2 SBS13.1-13.13, PR13-1-13-3, CT13-1, 13-2	SBS9.5-9.7, PR9-2, 9-3CT9-1, 9-2 CT9-1, 9-2 CT10-1, 10-2 CT11-1, 11-2 CT12-1, 12-2 CT13-1, 13-2 CT14-1, 14-2 CT15-1, 15-2 CT16-1, 16-2 CT17-1, 17-2 CT18-1, 18-2 URP2, JOB1	PR9-1, CT9-1, 9-2 PR10-1-10-3, CT10-1, 10-2 CT11-1, 11-2 CT12-1, 12-2 PR13-3, CT13-1, 13-2 CT14-1, 14-2 CT15-1, 15-2 CT16-1, 16-2 CT17-1, 17-2 CT18-1, 18-2 URP2	URP2
Advanced Word	SBS13.1, 13.6, 13.11, 13.13, PR13-1-13.3, CT13-1, 13-2 SBS14.1, 14.3, 14.9, PR14-1-14-3, CT14-1, 14-2 SBS15.1, 15.2, 15.4, 15.6, 15.8, 15.12-5.14, PR15-1-15-3, CT15-1, 15-2 SBS16.1, 16.4-16.8, 16.12, 16.13, PR16-1-16-4, CT16-1 SBS17.1-17.4, 17-7-7.13, PR17-1-17-3, CT17-1, 17-2 SBS18.1, 18.6, 18.7, 18.10, 18.12, PR18-1-18-4, CT18-1 URP1-4, JOB 1-4		CT13-1, 13-2 SBS14.1-14.14, PR14-1-14-3, CT14-1, 14-2 SBS15.1-15.13, PR15-1-15-3, CT15-1, 15-2 SBS16-1-16.13, PR16-1-16-4, CT16-1 SBS17.7-17.9, 17.11-17.13, PR17-1-17-3 SBS18.1-18.13, PR18-1-18-4, CT18-2 URP1-4, JOB 1-4		SBS14.1-14.15, PR14-1-14-3, CT14-1, 14-2 SBS15.1-15.13, PR15-1-15-3, CT15-1, 15-2 SBS16.1-16.13, PR16-1-16-4, CT16-1, 16-2 SBS17.1-17.13, PR17-1-17-3, CT17-1, 17-2 SBS18.1-18.13, PR18-1-18-4, CT18-1, 18-2 URP1-4, JOB1-4			

Unit	Resources (1)	Interpersonal Skills (2)	Information (3)	Systems (4)	Technology (5)	Basic Skills (6)	Thinking Skills (7)	Personal Qualities (8)
Advanced Outlook	PR4-1, 4-2, CT4-1-4-3, SBS5.1, 5.4, 5.6, PR5-1, 5-3, CT5-1-5-3, UPR1-3, JOB1-3	SBS4.5, SBS5.2, 5.3, 5.5, PR5-2, UPR2, JOB1, 2	All SBSs, Projects, Unit Projects, and Unit Jobs	SBS4.2, 4.3, PR4-1, PR5-3, UPR2	SBS5.7, UPR3	All SBSs, Projects, Unit Projects, and Unit Jobs	All SBSs, Projects, Unit Projects, and Unit Jobs	SBS5.3, PR5-2
Capstone Simulation	JOB2, 6, 9, 10	JOB1, 2, 4	All Jobs	JOB10	All Jobs	All Jobs	JOB1, 4, 6, 8, 10	

Code: SBS = Step-by-Step, PR = Project, CT = Critical Thinking Activity, URP = Unit Review Project, JOB = On-the-Job Simulation

Unit	Resources (1)	Interpersonal Skills (2)	Information (3)	Systems (4)	Technology (5)	Basic Skills (6)	Thinking Skills (7)	Personal Qualities (8)
Advanced Excel	CT9-1, CT9-2, CT10-1, CT10-2, CT11-1, CT11-2, CT12-1, CT12-2, SBS13.2, SBS13.3, CT13-1, SBS16.1, SBS17.1, CT16-1, CT16-2, CT17-1, CT17-2, CT18-1, CT18-2, CT19-1, CT19-2, CT20-1, CT20-2	SBS11.7, SBS13.1, PR13.1, PR13.2, SBS15.1, SBS15.2, SBS15.6, CT15-1, CT15-2, SBS16.1, CT16-1, CT16-2, SBS18.1, SBS18.2, SBS18.3, SBS18.4, CT18-1, CT18-2, SBS20.1, SBS20.2, SBS20.3, PR20-1, PR20-1, CT20-1, CT20-2	SBS9.1, SBS9.3, SBS9.5, PR9-1, CT9-1, CT9-2, SBS10.1, CT10-1, CT10-2, CT11-1, CT11-2, CT12-1, CT12-2, SBS12.1, SBS12.7, SBS13.3, SBS13.5, SBS13.6, CT13-2, CT14-1, CT14-2, SBS14.1, PR17-1, PR17-2, CT17-1, CT17-2, PR19-1, CT19-1, CT19-2		SBS9.5, SBS14.1, CT14-1, CT14-2, CT15-1, CT15-2, PR16-1, CT16-1, CT16-2, CT10-2	SBS9.1, CT9-2, SBS10.1, SBS10.3, PR10-1, CT10-1, CT10-2, SBS11.5, SBS17.1	SBS9.3, CT9-1, SBS11.7, PR11-1, PR11-2, CT11-1, CT11-2, PR12-1, CT12-1, CT12-2, PR13-1, CT13-1, CT13-2, PR14-1, PR14-2, CT14-1, CT14-2, PR15-1, PR15-2, CT15-1, CT15-2, CT17-1, CT17-2, CT18-1, CT18-2, SBS19.1, SBS19.2, CT19-1, CT19-2, SBS20.3, CT20-1, CT20-2	
Advanced Access	PR7-1, PR7-2, CT7-1, CT7-2, CT8-1, CT8-2, CT9-1, CT9-2, CT10-1, CT10-2, CT11-1, CT11-2, CT12-1, CT12-2, CT15-1, CT15-2, CT16-1, CT16-2, CT17-1, CT17-2	SBS7.1, SBS7.3, CT10-1, CT10-2, CT11-1, CT11-2, CT14-1, CT14-2	SBS7.5, PR7-1, PR7-2, CT7-1, CT7-2, PR8-1, PR8-2, CT9-1, CT9-2, SBS10.1, SBS10.2, CT10-1, CT10-2, CT11-1, CT11-2, CT12-1, CT12-2, CT13-1, CT13-2, CT16-1, CT16-2, CT17-1, CT17-2		SBS11.1, SBS11.2, SBS11.4, PR11-1, PR11-2, CT12-1, CT12-2, CT13-1, CT13-2, CT14-1, CT14-2, CT15-1, CT15-2, CT17-1, CT17-2	SBS7.1, SBS7.2, SBS9.1, SBS9.2, SBS12.1, SBS12.2, SBS12.3	CT7-1, CT7-2, SBS8.1, CT8-1, CT8-2, CT9-1, CT9-2, SBS10.1, SBS10.2, SBS12.5, CT13-1, CT13-2, SBS14.5, CT14-1, CT14-2, CT15-1, CT15-2, CT16-1, CT16-2, CT17-1, CT17-2	
Advanced PowerPoint	CT5-1, 5-2 SBS6.1, PR6-1, 6-2, 6-3, CT6-1, 6-2, PR7-1, CT7-1 CT8-2, PR9-1, CT9-2 SBS10.1, CT10-2 URP1, 3, 4, JOB1	PR5-1, 5-3, CT3-2, CT5-1, SBS6.5, PR10-3, URP2, JOB1	All SBSs, Projects, Unit Projects, and Unit Jobs	PR5-1 All SBSs in Lesson 6, CT6-2, PR6-1, 6-3, All SBSs in Lesson 8, SBS9.1-9.5	CT6-1 All SBSs in Lesson 7, SBS10.6	All SBSs, Projects, Unit Projects, and Unit Jobs	All SBSs, Projects, Unit Projects, and Unit Jobs	PR5-2, SBS7.1, CT7-2, SBS9.1, 9.2, SBS10.5, UPR1, 4

LECTURE/LAB TEACHING DEMONSTRATION

When teaching lecture/lab course, it is a requirement for the instructor to incorporate lab assignments while lecturing.

A GLANCE AT THIS COMPUTER (Example)

1. What is a CPU _____
On-off buttons—(demonstrate) Start vs Reset
Student Response _____ Student Signature

2. Drives on this computer: 3 ½
inch disk (demonstrate disk)
CD Rom (demonstrate)
Zip Drive (demonstrate)
Student Response _____ Student Signature

3. Desktop (personally their desktop while on that computer)
⇒ If projects are on desktop, “clean-up desktop” before leaving.
⇒ If projects are accidentally saved on the “desktop”/computer they will automatically be deleted.

Name _____
Print “your” Name

I, _____, have been given
Student Signature

instructions on the use of “this” computer. I was provided instruction in both the lecture and lab formats.

Date _____

Instructor Signature _____

This form will be returned to Willie Caldwell’s office on date of completion.

HOUSTON COMMUNITY COLLEGE SYSTEM

Business Technology Department

Student Questionnaire

Name:	Last Name	First Name	MI	Social Security Number:
Address:	Street No.	Apt. No.		Home Telephone: ()
City	State	Zip Code		Alternate Telephone: ()
Place Of Employment				
Employer		From Mo/Yr	To Mo/yr	
Address:	City	State	Zip Code	Telephone No. ()
Job Title		Supervisor's Name		
Duties And Responsibilities				
Graduation Target Date:				
What can the Business Technology Department do to serve you better?				

If you have questions, please call 713-718-7808, or FAX 713-718-6774 between 8:00-4:00 p.m.

"Houston Community College System seeks to provide equal education opportunities without regard to race, color, religion, national origin, sex, age, or handicap. This policy extends to employment, admission, and all program activities supported by the college."

Willie T. Caldwell, Department Chair
Paula Witt, Assistant Chair
10141 Cash Road, Stafford, Texas 77477