

## **2 Credit Individualized Graduate Continuing Education for Professional Educators Syllabus**

**School of Education  
University of St. Thomas  
Minneapolis, Minnesota**

### **Mission Statement School of Education**

Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

**Course Title: Microsoft Word XP, A Video Course**

**CTED582**

#### **Instructor**

Jim Ruid

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#### **What you will need:**

A personal computer with the Microsoft Word loaded.

#### **What is provided in the course kit:**

Registration and Evaluation materials.

Article reprints

Window Users: Training CDs for Word

#### **What needs to be returned: (Return to: Jim Ruid, 5737 Post Rd, Anoka, MN 55303)**

Registration from each person in your group.

The training CDs

Article reprints

Completed Activities

#### **Return to St. Thomas**

Evaluation materials follow direction on form.

**Course Description**

As technology becomes ingrained in all areas education, teachers also need to stay proficient. Most school districts use Microsoft Word as the standard word processing tool. Teachers need to know how to use this tool for basic survival in their daily academic lives. Furthermore, students are asked to create documents in Microsoft Word and teachers need to play the support role. This course covers the skills teachers needed for success; from the basics to advanced formatting and design.

**Goals and Objectives**

Upon completion of the course participants will be able to:

- Navigate toolbars and menus with ease
- AutoFormat, Secondary Menu, Background, Display Modes, Borders & Shading, Page Borders, AutoCorrect & AutoText, Tables, Draw Table, Calculations, Newspaper Columns, Find & Replace
- Headers & Footers, Comments, Fields, Go To & Browse Button, Page Breaks, Symbols, Sections, Footnotes, Endnotes, Table of Contents, Index, Tab Leaders
- Table of Figures, Table of Authorities, Bookmarks, Outlining, Bullets & Numbering, Style Sheets, Themes, Document Map, Change Case & Drop Caps, Charts, Organization Charts, Diagrams)
- Page Setup, Drawing Tools, Inserting Graphics, Text Wrap, WordArt, Basic Mail Merge, Interactive Mail Merge, Envelopes & Labels, Hyperlinks, Comparing Versions, AutoSummarize,
- Settings, Macros, Interactive Macros, Toolbars, Customize Menus, Customize Keyboard, Templates, Master Documents, Smart Tags, Forms, OLE, Voice Command

## Texts/Readings

The required reading/viewing is found in a set of 6 cd-roms and a series of article reprints (enclosed with syllabus):

### Thell, R Word XP. CD-ROM. Ormond Beach: Florida Marketing International, Inc. (2001)

Participants will complete the readings and independent activities described below to achieve the course objectives.

## Schedule of Readings, Topics, and Assignments

Reading Material	Packet 1 Topics & Assignments
Read the enclosed articles	<p><b>Topics:</b> Technology challenges, paradigms, strategies and uses.</p> <p><b>Assignment 1:</b> Read the seven articles then discuss the opinions as it relates to your current school. Research an additional five sources and cite. In your discussion include:</p> <ul style="list-style-type: none"> <li>• The current state of technology; what is working and what is not.</li> <li>• Future plans for technology</li> <li>• How technology impacts student learning.</li> <li>• Is technology worth the cost?</li> </ul> <p>Outline your paper and label outline Label the paper Technology. Paper is eight pages in length, double spaced, size 12 font and Times New Roman. References are required.</p>

Reading Material	Packet 2 Topics & Assignments
<p>Watch word videos, volume 1,2 and 3.</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p>	<p><b>Topics:</b> Screen elements, Enter &amp; Delete Text, Saving, Opening, Moving, Formatting, Page Setup, Tabs, Help, Proofing, Printing, Auto Format, Secondary Menu, Background, Display Modes, Borders &amp; Shading, Page Borders, Autocorrect, Tables, Calculations, Columns, Find &amp; Replace, Headers &amp; Footers, comments, Fields, Page Breaks, Symbols, Sections, Footnotes, Endnotes, Table of Contents, Index, Tab Leaders.</p> <p><b>Assignments 2:</b> Create a tri-fold brochure on any topic (one that you can use within your classroom). Save the document as <i>brochure</i> and print out a copy, back to back, when it is complete. Be sure to check the document on screen for errors and misspellings before you print. Fold a sheet of paper into a tri-fold and plan your brochure. Then start in the left hand column. Your brochure should contain the following:</p> <ul style="list-style-type: none"> <li>• Front cover should be a title page</li> <li>• Three columns on each page</li> <li>• Correct Spelling.</li> <li>• Justified paragraphs or other eye appealing design</li> <li>• Appropriate character formatting. The titles should be bold and in a larger point size. Titles of books, magazines, songs, etc. Should be italicized.</li> <li>• A bulleted list.</li> <li>• Clipart or other graphics.</li> <li>• A text box</li> </ul>

Reading Material	Packet 3 Topics & Assignments
<p>Reading(s): Review Tables, Volume 2, Video 8.</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p> <p>Watch Volumes 4 and 5.</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p>	<p><b>Topics:</b> Tables</p> <p><b>Assignment 3:</b> Create a table in Word. Use the following headings, First_Name, Last_Name, Street, City, State and Zip. The table should be six columns and at least six rows. The first row will contain your titles. Populate the next five rows with made-up names and address. Be sure to check the document on screen for errors and misspellings before you print. Save this document as <i>table</i>.</p> <p><b>Topics:</b> Bookmarks, Outlining, Bullets, Themes, Document Map, Change Case &amp; Drop Caps, Charts, Organization Charts, Diagrams, Page Setup, Drawing Tools, Graphics, Text Wrap, WordArt, Mail Merge, Hyperlinks.</p> <p><b>Assignment 4</b> Merge the above table into a page of mailing labels. Use Avery 5160 for the mailing labels. Save as mailing and print one copy.</p> <p><b>Assignment 5</b> Open a new Word document and create a four page personalized newsletter that would be sent to each of the people in the table. Make the newsletter one that you can use with your students or staff. Use mail merge to insert the names and address of the people from exercise two. Be sure to check the document on screen for errors and misspellings before you print. Save this document as <i>Merge</i>. Your letter should contain the following:</p> <ul style="list-style-type: none"> <li>• Headers and footers on pages 2-4</li> <li>• Hanging indents</li> <li>• Tabs with leaders</li> <li>• A table with the sum function adding up a set of numbers</li> <li>• Clipart and graphics with wrapping</li> <li>• Multiple columns on one page</li> <li>• Double spaced, with one section of single spacing</li> <li>• User bold, italics, underline and different fonts</li> <li>• Change the default margins</li> </ul>

Reading Material	Packet 4 Topics & Assignments
<p>Watch Volume 6</p> <p>In Microsoft word, go to help and Microsoft Word Help. Type in topic and read articles for each topic listed.</p>	<p><b>Topics:</b> Setting, Macros, Interactive Macros, Toolbars, Customize Menus, Customize Keyboard, Templates, Master Documents, Smart Tags, Forms, OLE, Voice Command</p> <p><b>Assignment 6</b> Create a form that can be used in your classroom to gather information about your students. The form should be two pages in length. Include drop downs, check boxes, formulas and tables. Include a hand written design sheet showing your planning for the form.</p>

Reading Material	Packet 4 Topics & Assignments
Review Volume 6	<p><b>Topics:</b> Setting, Macros, Interactive Macros, Toolbars, Customize Menus, Customize Keyboard, Templates, Master Documents, Smart Tags, Forms, OLE, Voice Command</p> <p><b>Assignment 7</b> After watching volume 6, pick one of the above topics and create a lesson plan to teach your students or staff on the use of your selected topic.</p>

### Assignments and Projects

The following assignments are required for this course:

Percent of grade	Assignment	Title
20%	Assignment One:	Technology paper
20%	Assignment Two:	Tri-fold Brochure
10%	Assignment Three:	Table
10%	Assignment Four:	Merge Table into Labels
20%	Assignment Five:	Create Newsletter and Merge
10%	Assignment Six:	Forms
10%	Assignment Seven	Lesson Plan

## **Evaluation and Grading**

(Course specific assessment description)

All assignments, regardless of length, must be typed and incorporate APA style references when appropriate. Written assignments will be evaluated on accuracy of information, completeness of assignment, clarity of writing/presentation, organization of information and material, and accomplishment of the goals for each assignment.

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C = 75-79 points

F = less than 75 points

I = Incomplete Work

## **American Disabilities Act**

Accommodations will be provided for individuals with documented disabilities or special learning needs. Please contact the instructor for accommodations prior to the beginning of the course.

## **Registration Requirement**

Students must hold a baccalaureate degree and may not schedule more than nine (9) semester credits for fall, and spring semesters or more than twelve (12) semester credits for summer term.

## **Request for Transcript**

Do not request an official transcript from the University of St. Thomas until you receive an official grade report for this course or all courses you are taking in a term. Download an Official Transcript Request Form at [www.stthomas.edu/registrar/forms/transcript.htm](http://www.stthomas.edu/registrar/forms/transcript.htm).

## **Tax Receipt:**

A receipt for tax purposes is not provided by the University of St. Thomas. If you wish to receive a receipt for tax purposes, please request this with your registration confirmation packet.

**Standards of Effective Practice for Teachers (Minnesota Rule, CH.8710, Sec.2000) to be addressed in this course.** Does not apply to courses offered in states other than Minnesota. (See <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>). **Licensure Competencies:**

Key:

Knowledge and understanding of the standard = **K**

Practice in applying the standard = **P**

Assessment/demonstration of attainment of the standard = **A**

Standard 4, Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; (K)
- B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated; (K)
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; (K)
- D. enhance learning through the use of a wide variety of materials and human and technological resources; (K, P)
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities; (K, P, A)
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; (K, P, A)
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests; (K, P, A)
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; (K, P, A)
- I. monitor and adjust strategies in response to learner feedback; (K, P, A)
- J. vary the instructional process to address the content and purposes of instruction and the needs of students; (K, P, A)
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and (K, P, A)
- L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning. (K, A)

### **Knowledge Base**

The knowledge base for the course, in part, is affirmed in the writing and research of these references.

### **References**

**Bailey, J (2002) Leadership and No Child Left Behind. Technology and Learning. Volume 22, Number 11.**

**Beckett, C, Marques-Chisholm, I and Wetzel, K (2003) Preparing Technology Competent Teachers: A Strategy for Multicultural Schools. The Journal. Volume 30, Number 11**

**Cerini, K (2002) Jumpstarting the work fore of tomorrow. (Not-for-Profits). Long Island Business News, Volume 49, Issue 11.**

**Dugger, W, Meade, S, Delany, L and Nichols, C (2003) Advancing Excellence in Technological Literacy. Phi Delta Kappan. Volume 85, Issue 4**

**Lewis, A (2004) Direct from Washington. Techdirections. Volume 62, Number 9**

**McCullen, C (2002) Preventing Digital Plagiarism. Technology and Learning. Volume 22, Number 9.**

**Tomlinson, H (2003) Educational PDA Games Engage Students, Teach Essential Language Skills. The Journal. Volume 31, Number 2.**

**Wong, W (2004) Applying Tech: Lights, Camera, Action. Edtech. Spring 2004**

**Assignments and Materials are due by April 30<sup>th</sup>**