

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 Office Part 2, A Video Course

CTED957

Instructor

Jim Ruid
E-Mail: CTR@JimRuid.com
Phone: (763) 439-7007
Snail Mail: Jim Ruid, 5737 Post Rd, Anoka, MN 55303
Web Page: www.jimruid.com

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

Microsoft Office has been the standard office Software since its inception. Learn the basics of Word, PowerPoint, Excel, and how they all work together. The CDs are intended to be step-by-step learning tools, and you should view them in their entirety before attempting the activities. This course is 2 semester or 3 quarter credits.

Goals and Objectives

Upon completion of the course participants will be able to navigate toolbars and menus with ease and use the following features:

1. Learn how to create a report and incorporate mail merge using a variety of the following techniques:
 - 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
2. Create a PowerPoint presentation while incorporating some the following formatting options:
 - Create slides and presentation.
 - Enter and format text.
 - Create and format drawn objects, auto shapes, clip art, word art, headers & footers and organizational charts.
 - Rearrange slides, and understand different printing options.
 - Develop slide masters, speaker notes, handouts, backgrounds, templates, hyperlinks, reminders & options, linking.
 - Upload presentations to the Internet.

3. Design a spreadsheet using what you learned while watching the Excel video including the following topics:
- Window Components Enter Data, Saving Your Work, Basic Edits, Help Options, Formulas, and Functions, Move Information, Formatting Cells, Cell Height & Width, Print Preview, and Printing.
 - Advanced Formatting, Automatic Formatting, Worksheet Options, Insert & Delete, AutoCorrect, Fill Commands, Custom List, Go To, Find & Replace, Spell Checking, Absolute References, Advanced Functions
 - Headers & Footers, Arrange Excel Windows, Zoom, Custom Views, Navigation & Selection, Linking, 3D Functions, Range Names, Drawing Tools, Basic Charting, Advanced Charting, Hyperlinks
 - Outlining, Sorting, Data Validation, Subtotals, Filtering Data, Pivot Tables, Consolidate, Importing, Add-Ins, Analysis Tools, Paste Special, Analyze Database
 - Share Workbooks, Track Changes, Troubleshoot Errors, Protection, Web Documents, Wizard Tools, Changing Options, Style Sheets, Toolbars, Menus, Other Spreadsheets, Smart Tags
 - IF Statement, Lookup Statement, Text Functions, Microsoft Equation, Templates, Defaults, Record Modules, Edit Modules, Interactive Modules, Module Functions, Set Print Areas, Insert Comments

Texts/Readings

The required reading/viewing is found in a set of 3 cd-roms and a series of article reprints (enclosed with syllabus):

Mastering Excel Made Easy. (2003). *Deluxe Edition*. [CD-ROM]. TeachUcomp, INC

Mastering PowerPoint Made Easy. (2003). *Deluxe Edition*. [CD-ROM]. TeachUcomp, INC

Mastering Word Made Easy. (2003). *Deluxe Edition*. [CD-ROM]. TeachUcomp, INC

Carillo, M and Rabah, R. (2006, Summer). Universal Education. Retrived August 20th 2007 from <http://www.convergemag.com/story.php?id=101813>.

Raterman, M. (2007, Summer). A Classroom Evolved. Retrived August 20th 2007, from <http://www.convergemag.com/story.php?catid=231&storyid=105768>.

Rucker, J. (2006, Summer) Fingertip Knowledge. Retrived August 20th 2007, from <http://www.convergemag.com/story.php?catid=231&storyid=105690>.

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>Topics: Technology in Education</p> <p>Assignment 1 (Optional “A” Paper): Read the three articles; then discuss the opinions as it relates to your current school. Research an additional three sources and cite. In your discussion include:</p> <ul style="list-style-type: none">• The current state of technology at your school• Future plans for technology• How technology impacts your classroom <p>Outline your paper and label outline Label the paper “A Technology.” Paper is three pages in length, double spaced, size 12 font and Times New Roman. References are required.</p>

Reading Material	Packet 2 Topics & Assignments
Watch Word video through lesson 19-31	<p>Topics: Mail Merge, labels and envelopes, Table of Contents, form template, macros, toolbars, and options.</p> <ul style="list-style-type: none"> • Assignment 2: Your assignment is to create a report that is sent to five people • Create a table with names and address of 5 people. Save as <i>Address</i>. Create a four page report plus a table of contents and an index for a total of six pages. You can copy and paste the text from the Internet. The graded parts are the table of contents and the index. Save as <i>Report</i> • Create a mail merge for the mailing labels. Use Avery 5160 as the label, just print on a piece of paper • Send a hard copy of the address table, the report and the printed labels

Reading Material	Packet 3 Topics & Assignments
Watch PowerPoint video through lesson 17-30	<p>Topics: Slide transition, animating slide objects, drawing objects, outline view, slide masters, notes page, inserting tables and charts, options.</p> <p>Assignment 3: Plan a presentation on an environmental issue of your choice. Using paper and pencil, sketch the slides of the presentation. Using PowerPoint, create a new presentation based on a template of your choice. Save the presentation as <i>Environment</i>. Include appropriate clip art, footer text, slide transitions, and animation. Create speaker notes for each slide. Print the presentation six slides to a page and print the slide notes.</p>

Reading Material	Packet 4 Topics & Assignments
Watch Excel video through lesson 24-34	<p>Topics: Lists, data form, sorting data, auto fill, filtering, data tables, functions, security</p> <p>Assignment 4 Create a spreadsheet that stores financial information about a fund-raiser. The spreadsheet should contain at least six columns and six rows of data. Include formulas and functions. Format the spreadsheet by including informational headers and footers. Save the spreadsheet as <i>Fun-raiser</i> and print out two copies (one with formulas and equations displayed instead of values).</p>

Assignments and Projects

Percent of grade	Assignment	Title
10%	Assignment One	“A” Technology paper*
30%	Assignment Two	Word
30%	Assignment Three	PowerPoint
30%	Assignment Four	Excel

***This is an optional assignment. Competition of this assignment does not guarantee an “A.” If you do not complete this assignment, the highest grade you can obtain is a “B.”**

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.

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 Wetzell, K (2003) Preparing Technology Competent Teachers: A Strategy for Multicultural Schools. The Journal. Volume 30, Number 11

Cerini, K (2002) Jumpstarting the work force 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 Kappa. 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 June 30th
(This is not a flexible deadline!)**