

**Component Area Option  
Student Learning Outcome Alignment Form**

**Course Prefix/Number: BCIS 1305**

**Course Title: Business Computer Applications**

Core Objective	Course SLO	General Learning Activities	Assessment
<b>Critical Thinking Skills</b>	To demonstrate proficiency in using database management systems software to compose, modify, and produce queries, forms and reports of various types and styles.	The student will be lectured on the concepts of using Access to extract relevant information from a database. The students will learn about many variations of queries including using the AND and OR operators to affect the relationship between criteria. They will also complete a hands-on lab exercise to demonstrate their ability to create the necessary criteria needed to extract the desired information from a database.	The Access Lab Exam will be utilized to assess the skill objective. Rubric: <a href="#">Critical Thinking Skills Rubric</a> : gather and assess information relevant to skills exam and analyze, evaluate, and synthesize information to reach appropriate conclusion
<b>Communication Skills</b>	To demonstrate proficiency in using word processing software to compose, modify, and produce documents of various types and styles.	The student will be lectured on the concepts of using Microsoft Word to create documents such as research papers and business letters. Multiple features will be introduced relating to these types of documents including, but not limited to, inserting pictures, formatting features, editing, citing, footnotes, bibliography features, and tables. The students will complete hands-on lab activities to reinforce these concepts and allow them to demonstrate their ability to use these features in Word to communicate effectively.	The Word Lab Exam will be utilized to assess the skill objective. <a href="#">Sample Exam</a> Rubric: <a href="#">Communication Skills Rubric</a> : gather and assess information relevant to skills exam and analyze, evaluate, and synthesize information

<b>Empirical and Quantitative Skills</b>	To demonstrate proficiency in using spreadsheet software to compose, modify, and produce worksheets of various types and styles.	The student will be lectured on the concepts of using Excel to calculate and evaluate numerical data. Charts and What-If Analysis tools will be demonstrated as well as how to create and utilize formulas and functions, the difference in Absolute and Relative cell referencing and many formatting features. The student will also complete labs to enforce and allow them to demonstrate their ability to use these features in Excel to analyze numerical data. The importance of spreadsheets in the business world to make many decisions based on data is stressed.	The Excel Lab Exam will be utilized to assess the skill objective. Rubric: <a href="#">Empirical and Quantitative Skills Rubric</a> : gather and assess information relevant to skills exam and analyze, evaluate, and synthesize information

# CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	<b>Does Not Meet Any Expectations</b>  1	<b>Meets Few Expectations</b>  2	<b>Meets Expectations</b>  3	<b>Exceeds Some Expectations</b>  4	<b>Exceeds All Expectations</b>  5
<b>Explanation of Issues</b>	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b>	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
<b>Influence of Context and Assumptions</b>	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>Student's Position</b>	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.

<b>Conclusions and Related Outcomes</b>	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order
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# Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

## Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	<b>Does Not Meet Any Expectations</b> <b>1</b>	<b>Meets Few Expectations</b> <b>2</b>	<b>Meets Expectations</b> <b>3</b>	<b>Exceeds Some Expectations</b> <b>4</b>	<b>Exceeds All Expectations</b> <b>5</b>
<b>Quality of Information and Organization</b>	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
<b>Nonverbal Communication</b>	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
<b>Quality of Verbal Communication</b>	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or

	often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's talking pace is appropriate.	talking pace is mostly appropriate.	to create interest. Speaker's talking pace is consistently appropriate.
<b>Visual Tools</b>	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
<b>Appropriate Use of Vocabulary</b>	Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context.	Several terms are included in the presentation. May or may not be used appropriately. May lack context.	Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in context
<b>Precision and Detail in Documents Produced</b>	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
<b>Overall Presentational Effectiveness</b>	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

# Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	<b>Does Not Meet Any Expectations</b>  <b>1</b>	<b>Meets Few Expectations</b>  <b>2</b>	<b>Meets Expectations</b>  <b>3</b>	<b>Exceeds Some Expectations</b>  <b>4</b>	<b>Exceeds All Expectations</b>  <b>5</b>
<b>Identification</b>	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified	The purpose, components, and variables of the investigation/project are clearly identified..	The purpose, components, and variables of the investigation/project are clearly identified.
<b>Assimilation</b>	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
<b>Analysis</b>	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and

	into the final product. Any notation is not consistent and not defined.	somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	final product. Any notation is consistent and well defined.	well integrated into the final product. Any notation is consistent and well defined.
<b>Presentation</b>	A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.	A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings..	A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.
<b>Application</b>	The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.



**Syllabus:** **Business Computer Applications**  
**Course Number:** **BCIS 1305**  
**Semester & Year:** **Fall 2013**

### **Instructor Information**

**Name:** **Instructor's Name**  
**Office:** Business & Computer Technology Building Room #number  
**Telephone:** (###) ###-####  
**E-mail:** email address@texarkanacollege.edu  
**Office Hours:**

### **Textbook Information**

*Microsoft Office 2013 & Computer Concepts, (Custom Text) by Vermaat*

Bundle for Custom Book & SAM 2013 (ISBN 978-1-285-89591-8)

Custom Book only (ISBN 978-1-285-89594-9)

SAM 2013 (alone) (ISBN 978-1-285-42749-2)

### **Student Learning Outcomes for the Course**

1. To demonstrate proficiency in using word processing software to compose, modify, and produce documents of various types and styles.
2. To demonstrate proficiency in using spreadsheet software to compose, modify, and produce worksheets of various types and styles.
3. To demonstrate proficiency in using database management systems software to compose, modify, and produce tables, queries, forms and reports of various types and styles.
4. To demonstrate proficiency in using presentation graphics software to compose, modify, and produce slide show presentation of various types and styles.

These objectives will be measured by completion of Projects and Labs for each chapter in *Microsoft Office 2013 Introductory* and one hands-on exam for each of the above applications using *SAM 2013*.

5. To demonstrate proficiency in differentiating among various categories of computers, and software.
6. To demonstrate proficiency in differentiating among various Internet services, and components.
7. To demonstrate proficiency in differentiating among various characteristics and uses of desktops, laptops, tablets and handheld computers.

8. To demonstrate proficiency in differentiating among various types of Internet and network attacks.
9. To demonstrate proficiency in differentiating among various types of input and output.
10. To demonstrate proficiency in differentiating among various types of digital storage.

These objectives will be measured by completion of online practice tests, crossword puzzles, and/or a written reflection papers or summaries for covered chapters in *Discovering Computers – Fundamentals, 2014 Edition* (included in the custom text book) and an exam for each of the six chapters consisting of 25 true-false/multiple-choice questions randomly selected from a large database of questions. The exams may be taken twice if completed by deadlines.

### Teaching Methods:

- **Lectures:** It is the student’s responsibility to read the assigned textbook chapter before attending class. Important material from the text and outside sources will be covered in class. Students should plan to take careful notes as not all material can be found in the texts or readings. Discussion is encouraged as is student-procured outside material relevant to topics being covered.
- **Assignments:** End of chapter activities and online activities may be assigned to reinforce material in the text.
- **Application Project and Lab Assignments:** Application Projects are normally completed in class with instructor supervision. An Application Lab Assignment follows each Chapter Project. Lab Assignments are normally completed without instructor supervision.
- **Quizzes:** Occasional unannounced quizzes **may** be given to help ensure students stay up with assigned material.
- **Exams:** Ten exams will be given. Six exams will be closed book/notes and will test assigned readings and material discussed in class. Four exams will be “hands-on.” You will carry out tasks in an Office 2013 environment. For each question (task), you will execute the necessary steps to fulfill the requested task as if you were doing one of the application assignments. These tests measure your ability to carry out the tasks you learned in the Project and Lab Assignments. The final exam, which is the last “hands-on” exam will not be comprehensive in nature. However, the instructor reserves the right to retest on material that was not appropriately comprehended.
- **Participation:** Student participation will be graded by the level of class participation and attendance.

### Student Requirements for Completion of the Course and Due Dates (See Page 14)

For the student’s convenience and ease of access, a table containing all test and assignment names and their due dates has been placed on the last page of this syllabus. A space for the grade for each of these tasks is also provided in order for the student to be able to discern his class average at any time.

### Student Assessment & Grading Scale

Percentage	From
65%	

Final Grade	Average
A	90 - 100

	Average of 10 tests (6 Chapter Tests & 4 Hands-On Lab Tests)	<b>B</b>	80 – 89.99
<b>30%</b>	Average of 9 Projects & 9 Lab Assignments	<b>C</b>	70 – 79.99
		<b>D</b>	60 – 69.99
<b>5%</b>	Attendance & Participation	<b>F</b>	Below 60

**Class Schedule – These dates & assignments are tentative & subject to change with the instructor’s discretion.**

(Graphic files for assignments are located in: K:\data\bcis\pictures\.....)

Week	Dates	Subject Matter & Assignments		Deadlines
1	Aug 26 – 30	Introduction – Syllabus – Logins		<i>See page 11 for a deadline overview.</i>
2	Sep 2 - 6 <b>Monday Holiday</b>	Chapter 1 Review	Word Chapter 1 & SAM Project Word Chapter 1	
3	Sept 9 – 13	Word Chapter 1 & SAM Project Word Chapter 1	Word Chapter 2 & SAM Project Word Chapter 2	<b>Chapter 1 Test</b>
4	Sept 16 - 20	Word Chapter 2 & SAM Project Word Chapter 2	Chapter 2 Review	
5	Sept 23 – 27	Word Chapter 3 & SAM Project Word Chapter 3	Word Chapters & SAM Project Word Chapters	<b>Chapter 2 Test Word Chapters &amp; SAM Projects</b>
6	Sept 30 – Oct 4	Chapter 3 Review	<b>WORD Test</b>	<b>Word Redos</b>
7	Oct 7 – 11	Excel Chapter 1 & SAM Project Excel Chapter 1	Chapter 5 Review	<b>Chapter 3 Test</b>
8	Oct 14 – 18	Excel Chapter 1 & SAM Project Excel Chapter 1	Chapter 7 Review	<b>Chapter 5 Test</b>
9	Oct 21 – 25	Excel Chapter 2 & SAM Project Excel Chapter 2	Excel Chapter 2 & SAM Project Excel Chapter 2	<b>Chapter 7 Test</b>

10	Oct 28 – Nov 1	Excel Chapter 3 & SAM Project Excel Chapter 3	Excel Chapter 3 & SAM Project Excel Chapter 3	Excel Chapters & SAM Projects
11	Nov 4 – 8	Chapter 8 Review	<b>EXCEL Test</b>	Excel Redos
12	Nov 11 – 15	Access Chapter 2 & In the Lab 2-1 (text)	Access Chapter 2 & In the Lab 2-1 (text)	Chapter 8 Test  Access Chapters & Labs
13	Nov 18 – 22	Access Redos	<b>ACCESS Test</b>	Access Redos <u>All</u> <u>2<sup>nd</sup> Takes of</u> <u>Chapter Tests</u>
	Nov25 – 29	<b>Thanksgiving Break</b>		
14	Dec 2 – 6	PowerPoint Chapter 1 & SAM Project PowerPoint Chapter 1	PowerPoint Chapter 1 & SAM Project PowerPoint Chapter 1	Print in Pure Black & White
15	Dec 9 – 12	PowerPoint Chapter 2 & SAM Project PowerPoint Chapter 2	PowerPoint Chapter 2 & SAM Project PowerPoint Chapter 2	PowerPoint Chapters & SAM Projects & Redos
16	Dec 12,16 – 18	<b>FINAL EXAM WEEK</b>		PowerPoint Test

## Absentee Policy

Your punctual attendance and your participation are required for successful completion of the course. You may be dropped from the course without notice after a total of two weeks of class absences (3 times tardy counts as one absence). Only currently enrolled students are allowed to attend classes and labs. Any student who officially withdraws from the course before the drop date and before the instructor has dropped the student from the course will receive a grade of "W" unless instructor drops the student with an "F" for cheating.

**Any student that just stops coming to class and chooses to make an F, the last date they attended will be listed on the final grade sheet and they will most likely have to pay back money received from grants or scholarships.**

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student's responsibility to check the syllabus for each instructor's tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

**Withdrawal from a course(s) may affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.**

## Excused Absences

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by

Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty\* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor’s syllabus.

*\*Students interested in Health Occupations should check with the division chair prior to entering the program.*

### Make-up Policy

The student is responsible for work missed because of illness, school business, religious holidays, military service or other circumstances and must make arrangements with their instructor prior to their absences. No incomplete grades will be given for failure to attend and participate. If you must quit, you should initiate an official withdrawal in the Admissions Office prior to the last date to drop courses: **Friday, November 22, 2013.**

Class Assignments and Labs must be turned in on time. Given extreme circumstances, you may be allowed to turn in an assignment slightly late with your instructor’s permission.

Hands-On Exams (Word–Excel–Access–PowerPoint) must be made up within 1 week of the scheduled time the class takes the exam or by a date set by your instructor.

### Maximum Allowable Absences

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8

	Three tardies count as one absence
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### Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an “F”.

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses.

**Cheating will not be tolerated.** The instructor will drop any student involved in cheating from the course with a grade of “F.” All assignments must represent the student’s own work. A student may discuss assignments with other students to gain a better understanding of the problem. However, copying projects or assignments, in whole or in part, from ANY source, without explicit instructor direction, is considered plagiarism and will result in a failing grade for the course and possible college disciplinary action.

Students are required to originate, complete, and maintain their project assignment documents in the network folders assigned to them using Texarkana College computer equipment. It is expected that students will conduct themselves with integrity. If you cheat or **assist others** in cheating, you violate a trust.

Cheating includes but is not limited to the following:

- copying files or lending your storage device to another student
- copying answers on exams or glancing at nearby exams
- printing work for someone else
- turning in assignments that have been used in other classes
- purchasing or selling assignments or exam materials
- **using another student’s username and password or letting someone else use your login.**

### Classroom Rules of Conduct

You are to be respectful of your instructor and fellow classmates at all times.

As a courtesy, please do not talk, type, or print while the instructor is talking to the class or when a student is asking a question which pertains to the class.



- You are to refrain from “surfing” the Web or accessing any social network sites during class, unless directed by your instructor.
- You are to turn off cell phones, pagers, and any type of audio players.
- You are to remove headphones or ear buds.
- You are encouraged to work together to solve problems; however, you must complete your own work. **Cheating will result in an F for all involved** in the act even if the person is in another class or previous semester.

### **Additional Classroom Policies**

Students are not allowed to bring food or drinks into the classroom, lab, or the Testing Center. The cost of damage to computer equipment, carpet, and furniture can be significant due to a minor mishap. Students are not allowed to bring a cellular phone, pager, or other wireless communication device for use in a classroom, lab, or the Testing Center without prior written approval from the Dean of Enrollment Management.

The viewing of pornography is prohibited and will result in being dropped from class with the grade of "F", and the Dean of Enrollment Management will take disciplinary action. The use of student e-mail for obscene or pornographic purposes is prohibited. Any form of harassment will result in dismissal from class with the grade of "F", and the Dean of Enrollment Management will take disciplinary action. The Computer Lab is under camera surveillance.

### **Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

### **Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

## BCIS Course Specific Information

### Participation

For each chapter (1, 2, 3, 5, 7, and 8), you will be assigned a writing assignment. Respond by writing at least one page for each assigned chapter. Papers should be double spaced and 12-point font size with standard margins. Spelling and grammatical errors should be corrected. **Papers should be turned in at the beginning of class on the day of each chapter review.** Papers will be graded on content and grammar. This is included in your course grade, which is part of the 5% of your total grade. Your lack of submission could earn you a letter grade reduction.

### Computer Concepts Chapter Tests

You must take a test for each of the six selected chapters (1, 2, 3, 5, 7, and 8) in the text: *Discovering Computers, 2014 Edition*. Test questions for each chapter test will be taken directly from the pages of the text. The questions are written to test your knowledge of the terms, definitions, and concepts presented in the chapter. To study for a chapter test, re-read the chapter memorizing detailed facts. You may also obtain other study material for each chapter from the book's Web site at [http://www.cengagebrain.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9781285166025&token](http://www.cengagebrain.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781285166025&token).

Each chapter test is 25 true-false/multiple-choice questions randomly selected from a large database of questions. You will have 30 minutes to complete a test. You may elect to take each test a second time if you took the first take of the test by its deadline. First takes must be completed by specific deadlines (on page 14) or you will earn a score of **zero** for that first take; second takes must also be completed by a specific deadline or you will earn a score of **zero**. For second takes, you may receive different questions. The higher score of the first and second takes counts as the effective score for that test.

**Chapter Tests** are administered on the computer in TC Online (Moodle) by the college's Testing Center (903-823-3278), located in the Business & Computer Technology Building, Room 11. **Testing is first come first serve**, waiting time to take a test will vary especially during deadlines. The student should arrange ample time to take each test before its deadline.

**See schedule of chapter test deadlines on page 3 or page 14. All second takes must be taken by Friday, November 22, 2013.**

**TO TAKE A CHAPTER TEST**

You must arrive in the Testing Center on time and present your **current semester STUDENT ID PICTURE CARD**. Students are not allowed to stay in the Testing Center after closing time; therefore, students must finish tests before closing time. If your student ID card is misplaced, **a replacement ID card can be purchased in the TC Business Office for \$5.**

You must also know:

1. Your SSN or Student ID
2. The test number, which in this course is the **chapter number**

**TESTING CENTER HOURS**

Monday - Thursday	8:00 am - 8:30 pm	(no test started after 8:00 pm)
Friday	8:00 am - 4:00 pm	(no test started after 3:30 pm)
Saturdays*	9:00 am - 1:00 pm	(no test started after 12:30 pm)

\* **Sep 7, 21, Oct 5, 19, Nov 2, 16 & Dec 7**

**Non-TC students or children are not allowed in the Testing Center unless taking a proctored test.** Hats and caps are not allowed. Electronic devices (cell phones, etc.) are not allowed. The **Testing Center is under camera and audio surveillance.**

**Office 2013 Application Tests**

You must also take a test for each of the 4 applications (Word 2013, Excel 2013, Access 2013 and PowerPoint 2013) that are part of **Microsoft® Office 2013: Introductory**. These tests are “hands-on.” You will carry out tasks in an Office 2013 environment. For each question (task), you will execute the necessary steps to fulfill the requested task as if you were doing one of the Projects. These tests measure your ability to carry out the tasks you learned in the Project and Lab Assignments. You may also obtain other study material for each application project chapter from the book’s Web site at:

[http://www.cengagebrain.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9781285161761&token](http://www.cengagebrain.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781285161761&token). You can keep up with the latest technology at <http://coursecasts.course.com/>.

Each application test will be administered by your instructor **during class time in the classroom** using the **SAM 2013** system. The instructor will announce the exact class time the exam will be given. Students are strongly encouraged to attend class on these test days. Should you find that you would not be able to attend on the exam day, you **MUST**

notify the instructor in writing prior to the exam day. This will allow you to schedule a make-up test in which you will be allowed to take the test and receive a maximum score of 90. If you have not rescheduled prior to exam day, you will receive a score of zero. **You may take each of the application tests only one time. See schedule for Test deadlines on page 3 or page 14.**

### **Chapter Project/Lab Assignments in the Classroom and Lab**

Chapter Project and Lab Assignments from the tutorial: *Microsoft® Office 2013: Introductory* must be originated and completed using a personal computer in a Texarkana College Computer Technology classroom or lab and must be maintained in a network folder assigned to the student. **Project/Lab Assignments must be your original work (started, completed, and corrected by only you) or it will be considered cheating.** Your cheating will cause **everyone involved** to be dropped from the course with an F as the final course grade.

Chapter Projects are normally completed in class with instructor supervision. A Lab Assignment follows each Chapter Project. Lab Assignments are normally completed without instructor supervision. Printed output from all Project and Lab Assignments are submitted for grading by the due date. **Project and Lab Assignments submitted for the first time but after the due date are considered late and are not accepted for grading.** Chapter Project and Lab Assignments will be checked for accuracy of detail and for compliance with project instructions. **All** students should check **all** assignments with the sample book provided and correct **all** errors before submitting for a grade. **If it does not look like the sample book or contain the correct number of pages, do not turn the assignment in for a grade.**

### **Chapter Project/Lab Assignment Redos**

Chapter Project and Lab Assignments unsatisfactorily completed will be returned with corrections indicated. If your project or lab assignment has errors, then you must make the necessary corrections and resubmit both the corrected version and the incorrect version to receive credit. To be graded, the corrected version must be stapled **on top** of the incorrect version. **First attempts must be turned in before or by the due date or it will be recorded as a zero.** For full credit, a “redone” version must be resubmitted before or by the redo due date and graded as correct. For partial credit and to avoid a zero for those assignments that were not corrected by the redo due date, the projects or labs must be turned back in “as is”. **See deadline schedule for Project and Lab Assignments on page 3 or page 14.**

### **Computer Lab**

A computer lab is available for use outside of class. Lab room 9 is located in the Business & Computer Technology Building across from Testing Center. A lab assistant is available during most hours to assist with hardware difficulties. The lab assistant is not a tutor, and

you may not expect the lab assistant to help you complete your project assignments. If not part of a CTIS course assignment, students are not allowed to download programs, play games, surf the Internet, or any other non-related computer usage. **The Computer Lab is under camera surveillance and all activities on the computer are monitored.** The lab hours are:

Monday - Thursday	8:00 am - 8:00 pm
Friday	8:00 am - 4:00 pm

The Computer Lab is **not open** on weekends and college holidays/breaks.

### To Turn in Project/Lab Assignments - Office 2013 Applications

1. Before printing your documents, be sure to add the **filename and path** as indicated in the **Additional Printing Instructions** below.
2. Arrange pages in the **sequence** in which they were generated (**must be in correct order or project will not be graded which could result in a zero**).
3. Confirm the correctness of your assignment and **make any corrections before submitting for a grade** (reprint if needed).
4. Using a pencil or pen, on the first page at the **top-right corner**, write:  
**Your Name**  
**BCA \_\_\_ & Your instructor's last name**  
**⌂(Section number of your class)**  
**Name and number of this Project or Lab Assignment** (This may be abbreviated - W1 for Word Project 1 or W1 Lab for Word 1 Lab).
5. Staple multiple pages once at the top-left corner for each Project or Lab Assignment. Do not staple Projects and Labs together. Each one is a separate assignment.  
**Do not staple multiple Project/Lab Assignments together.**
6. Submit the document(s) to the instructor:  
 Give it to the instructor in class or  
 Take it to the instructor's office (slide under office door, if necessary).

### Microsoft Office 2013 Corrections

**Skip all directions concerning saving to a USB flash drive, changing Document Properties, e-mailing, or printing envelopes. There will be additional instructions for Access Project 1, Access Lab 2-1, and PowerPoint Projects.**

### Additional Printing Instructions

Your name and other information will have to be added to your project and lab assignments in order for you to determine which papers are yours once printed. These instructions are **not** in the book, but **are** required.

**To receive credit for any of your project or lab assignments that you print, you must follow the steps on the next page for each application that is covered in this course.**

**Microsoft Word 2013**

1. **Save** your project or lab using the name indicated for the assignment.
2. Click **Insert** on the Ribbon.
3. Click the **Footer** button.
4. Click the **Edit Footer** command. The Header & Footer Tools and Design tabs will appear on the Ribbon.
5. Click **Quick Parts** and then click the **Field** command.
6. In the Field dialog box, click **FileName** under Field names and check the **Add path to filename** check box under Field options.
7. Click the **OK** button.
8. Click **Close Header & Footer** button.
9. **Save** your file again before printing.

**Microsoft Excel 2013**

1. **Save** your project or lab using the name indicated for the assignment.
2. Click **Insert** on the Ribbon.
3. Click the **Header & Footer** button. The Header & Footer Tools and Design tabs will appear on the Ribbon.
4. Click the **Go to Footer** button.
5. Click in the left section of the footer.
6. Click the **File Path** button. It will display **&[Path]&[File]**, but the filename will be printed.
7. Click outside of the footer on a cell.
8. Then click **View** on the Ribbon.
9. Click the **Normal** button.
10. **Save** your file again before printing.

**Microsoft Access 2013**

1. Save all tables with the name indicated in the assignment and **add your name and section number**. Example:  
Client - John Doe 01
2. For reports use the name of the report and add your name and section number.  
Example:  
Client Financial Report - John Doe 01
3. Save all queries with a query number and/or step number and your name and section number. The book may have you name some queries. Examples:  
Client Query1 AC59 - John Doe 01 (for project with saved query name) or  
Query3 AC 86 - Jane Doe 01 (for project without a saved query name)  
Lab2-1 Step 2 Query - John Doe 01 (for lab assignment)

**Microsoft PowerPoint 2013**

1. Save your project or lab using the name indicated for the assignment.
2. Click **Insert** on the Ribbon.
3. Click the **Header & Footer** button.
4. For the slides, use the slide tab, check the footer box, and add your name and section number to the footer.
5. For the outline and handout, use the notes and handouts tab, check the footer box, and add your name and section number to the footer information.
6. Click **Apply to All** button.
7. Save your file again before printing.

# TEXARKANA COLLEGE

## BCIS 1305 - Business Computer Applications

### Accumulated Login Information

#### ★ Computer Lab & Classroom Computers at Texarkana College

BCIS Lab User Name: <u>ba.</u> _____
BCIS Lab User Password: _____
(1 <sup>st</sup> time use last 6 digits of Student T## )
(then change your password to your myTC password)

ba.First Initial.Last Name &  
Last 4 digits of your TNumber  
(ie...**ba.b.jones5555**)

#### ★ myTC (Texarkana College home page)

[www.texarkanacollege.edu](http://www.texarkanacollege.edu)

TC E-Mail & TC Online Learning (Moodle) are easily accessed here with a “one time” login

MyTC &	
Moodle Username: _____	(student’s myTC Username) (ie... b.jones5555)
Password: _____	(myTC+birthdate) ie..myTC120591

#### ★ TC Online Learning (Moodle)

[www.texarkanacollege.edu](http://www.texarkanacollege.edu)

All **Chapter Tests** for BCIS will be taken using **Moodle** in the **Testing Center**. The password used to access Moodle is the **same password used to access myTC**. The Testing Center **Proctor will enter the Test Password** after you have logged in and are ready.

#### ★ SAM 2013 Hands-On Testing & Project Software

<http://sam.cengage.com/Login.aspx>

SAM Software will provide the environment for your **“Hands-On” Testing** for each of the Microsoft Office modules you will complete, **Word, Excel, Access & PowerPoint** and will also provide your beginning files and grade your **SAM Projects** for these modules.

**(Access will not have a SAM Project.)**

**SAM Username:** \_\_\_\_\_ (Your entire myTC E-Mail address)

(ie... b.jones5555@my.texarkanacollege.edu)

**Password:** \_\_\_\_\_ (same password as myTC)





# TEXARKANA COLLEGE

## Student Requirements for Completion of the Course and Due Dates (Cont. from page 2)

Assignments	Pages	Test Location or Output & Number of Pages	Grade	Deadline	Score
Chapter 1	1-28	Testing Center		Sep 13 *	Add the grades of all tests, take that total and divide by 10 to obtain the  Average: _____  Compute Test Score by multiplying average by 65% = _____
Chapter 2	55-82	Testing Center		Sep 27 *	
Chapter 3	155-178	Testing Center		Oct 11 *	
Chapter 5	187-222	Testing Center		Oct 18 *	
Chapter 7	237-260	Testing Center		Oct 25 *	
Chapter 8	381-408	Testing Center		Nov 15 *	
* All second takes of chapter tests must be taken by Friday, November 22, 2013.					
Word Exam	WD1-188	Classroom		Sep 30 – Oct 4	
Excel Exam	EX1-131	Classroom		Nov 4 – 8	
Access Exam	AC1-133	Classroom		Nov 18 – 22	
PowerPoint Exam	PPT1-131	Classroom		Dec 12, 16 - 18	
Word Chapter 1	WD2-53	Adventure Announcement - 1		1 <sup>st</sup> attempt by Oct 1st	Add the grades of all projects and labs, then take that total and divide by 18 to obtain the  Average: _____  Compute Chap/Lab Score by multiplying average by 30% = _____
<b>SAM Project</b> Word Chapter 1	<b>Download</b>	Band Seeking Bassist- <b>Submitted</b>		Redos by Oct 4th	
Word Chapter 2	WD66-122	Access Granted by Teddy Bailey - 3			
<b>SAM Project</b> Word Chapter 2	<b>Download</b>	Impressionist Painting- <b>Submitted</b>			
Word Chapter 3	WD138-188	Alexander Lee Samaras letter - 1		1 <sup>st</sup> attempt by Nov 5th	
<b>SAM Project</b> Word Chapter 3	<b>Download</b>	Express Yourself Language Institute- <b>Submitted</b>			
Excel Chapter 1	EX2-53	Bob Gleaming Budget - 2		Redos by Nov 8th	<b>Test Score:</b> _____ <b>Chap/Lab</b>
<b>SAM Project</b> Excel Chapter 1	<b>Download</b>	Flex Cab Company- <b>Submitted</b>			
Excel Chapter 2	EX66-118	Hyper Mass- 3			
<b>SAM Project</b> Excel Chapter 2	<b>Download</b>	Flex Cab Company- <b>Submitted</b>			
Excel Chapter 3	EX 130-181	“FroYoToGo” worksheet, chart			

<b>SAM Project</b> Excel Chapter 3	<b>Download</b>	Flex Cab Company- <b>Submitted</b>			<b>Score: _____</b>  <b>Attendance Participation</b>  <b>Score: _____</b>  <b>Add these 3 scores and your course grade is</b>
Access Chapter 2	AC74-124	Bavant Publishing - Queries- 21 & 1 Report		1 <sup>st</sup> attempt by Nov 19th	
Access Lab 2-1	AC129-131	Dartt - Queries – 12		Redos by Nov 22th	
PowerPoint Chapter 1	PPT2-55	Keeping Hydrated - 5		1 <sup>st</sup> attempt by Dec 12th	
<b>SAM Project</b> PowerPoint Chapter 1	<b>Download</b>	Driving Green - <b>Submitted</b>		Redos by Dec 12th	
PowerPoint Chapter 2	PPT74-125	Emergency Plan–1			
<b>SAM Project</b> PowerPoint Chapter 2	<b>Download</b>	Preparing for a Sprint- <b>Submitted</b>			
Attendance/Participation – Your instructor will assign a score from <b>0 to 5</b> based on chapter papers, attendance, and participation. Two weeks of class absences will result in a <b>score of 0</b> .					