

Introduction to Computer Productivity

Course Syllabus

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Course Information

Course Description

Microsoft Office is the most ubiquitous application suite in personal computing. There is little Office cannot do, from document creation and editing, e-mail and scheduling, spreadsheet and database management, desktop publishing, image editing and even Web design. In this course, we will explore several component applications of Office 2007, focusing on word processor Word, spreadsheet Excel and presentation software PowerPoint, with the goal of developing facility with each application individually and using an integrated approach.

Course Learning Goals

After completing this course, you will be able to:

- Manipulate Microsoft Word documents.
- Create and revise Microsoft Excel spreadsheets.
- Create and enhance Microsoft PowerPoint presentations.
- Explore and use elements common to each application.

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

A complete installation of Microsoft Office 2007 on your computer. A 180-day evaluation copy of Microsoft Office Professional 2007 (for Windows) comes with you textbook. If you would like to purchase a copy of Office you can do so through [e-academy](#) for about \$80 (a savings of nearly 80%) - *Note: you will need a University email account for information about how to get an email account see the FAQ at http://www.snlonline.depaul.edu/Current/current_faq.asp#StudentService.*

Textbook: *Microsoft Official Academic Course: Microsoft Office System 2007*. John Wiley & Sons, 2008. ISBN 13-978-0-47006947-9 - The book includes a CD that includes all the files you will be using in the class. If you are a Mac users using office 2008 should have no problem opening any file from textbook source CD. However, Mac users using office 2004 version, need to convert those XML format files to .doc format, the default for office 2004 and this option can be done by downloading the XML converter. For information about how to do this download a detailed instruction handout [here](#).

Note: Do not buy the book without the CD (no electronic versions or used versions without the CD) or you will not be able to complete the assignments for this class.

Course Competences

In this course, you will develop the following competence:

Competence	Competence Statement
S-5	Can use current information technology for integrated solutions to problems.

This course introduces common information technology tools and their various uses in the solution of simple problems. We will become familiar with the Microsoft Office suite of software applications, specifically Word, Excel and PowerPoint. We will build our knowledge of these tools in order to understand how they allow us to work more efficiently.

Assessment Criteria for the S-5 Competence

The following are criteria for receiving a passing grade. The criteria for passing require that:

- You participate consistently and constructively by completing the activities of each module, the readings and assignments by their due dates.
- You consistently, actively, and in a timely fashion participate in the online discussions. In any case you will have the opportunity to comment on the opinion of the instructor.

Course Structure

This course consists of 5 modules. The estimated time to complete each module is one week.

To view the course schedule, click on the Schedule link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

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Assessment

Assessment Criteria for Reading and Writing Assignments

- Your participation and advance in terms of concepts and competencies will be accessed in the weekly discussion forums.

Assessment Criteria for Online Discussion Participation

- In the online discussions you clearly and consistently link what you are learning in the course to your real life experiences. Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that you are able to contribute to the online discussions in a collegial fashion. Especially you may begin your contributions with addressing your peer students, may maintain a kind and collegial tone and close with your signature.
- You regularly demonstrate good “listening” skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitated learning for other people.

Online Discussion Instructions

- You are expected to actively participate in informal online discussions with your classmates and the instructor when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is “informal” in the sense that it is meant to encourage interested discussion. It is expected that you follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to

exchange your reflections with the others in the class about what you are learning. The discussions will be organized into forums around the particular assignment you are studying each week. You may be asked by the instructor to take leadership in a certain group for a certain time of the course. Further instructions you will receive then from the instructor. Every student will receive a weekly note, if his or her participation in each forum is estimated as outstanding, sufficient or insufficient. In any case you will have the opportunity to comment on the opinion of the instructor. The majority of the forums will be open only for two weeks.

Course Grading Scale

Introduction to Computer Productivity provides a letter grade (A – F). Here is the scale that will be used to determine grades:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

If you prefer, you may take this course on a Pass/Fail basis. Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter. If you prefer the P/F option, please let me know by email. I will verify with you by return email. If you do not receive verification, please check again with me.

For the Pass/Fail option, you must successfully complete all assignments to pass the course. A “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Percent distribution of assignments

Successful completion and submission of all Tasks	80%
Participation in discussion forum	20%

Online Participation Guidelines

The following guidelines may encourage you to be active and critical in your participation, only together we will make this course a significant and pleasant learning experience:

- Participation is essential, so please connect to the course every day or at least every second day.
- your response to the discussion assignments in the first part of the week, in the second part of the week post comments to the other students.
- Discuss critically, give support to your peers, provide own ideas and experiences, challenge ideas of others or just make a comment that you read the posting.

The role of the instructor, to make it easy for you to interact, to promote significant discussion, to give feed back on your postings and offer help where needed.

This is not an independent study course, but a paced online group learning experience. This study guide indicates 6 to 11 hours per week of your time to be spent on this course for five weeks.

Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

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Course Expectations

Time Management and Attendance

SNL’s online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than “face to face” courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor’s Role

Your instructor’s role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate “office hours” when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor’s role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Doug Murphy and staff of SNL Online at DePaul University.

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