# CLINTON COMMUNITY COLLEGE
## EASTERN IOWA COMMUNITY COLLEGES

# Syllabus
# Document Formatting ADM122
# Fall 2022

| Course Information | |
| --- | --- |
| **Course Moniker** | ADM 122 |
| **Section** | |
| **Section Number** | |
| **Course Delivery Mode** | Face-to-Face |
| **Zoom ID (if applicable)** | |
| **Class Start Date** | August 23, 2022 |
| **Class End Date** | December 22, 2022 |
| **Days of Week** | M, Tues, W, Thurs, F |
| **Time of Day** | Afternoon |
| **Campus Center** | CCC Bellevue High School |
| **Room Number** | Mrs. Weber's Classroom |

| Instructor Information | |
| --- | --- |
| **Instructor** | Tracy Weber |
| | 563-872-4001 |
| | tracyweber@bellevue.k12.ia.us |
| | 1601 State Street, Bellevue, IA 52031 |
| | 7:30 am to 4:00 pm |

## Course Description

**Course Description:** A course designed for the student with minimal keyboarding experience. The major objectives are to develop touch control of the keyboard with speed and accuracy through proper keyboarding techniques and to learn proper formatting of letters, reports, memorandums, documents using footnotes and endnotes, headers and footers, and other special reports.

**Prerequisites and Co-requisites:** None

**Course Goals:** Upon successful completion of this course, students will be able to:
- Demonstrate skill in the operation of the keyboard by the touch system.
- Demonstrate improved levels of both speed and accuracy in keyboarding skills.
- Develop speed and accuracy in both timings and production rates.
- Apply word division guidelines correctly, as well as use punctuation, abbreviations, capitalization, and numbers appropriately.
- Demonstrate correct formatting of business letters, tables, memorandums, and reports using footnotes and endnotes, headers and footers, and other special reports.
- Demonstrate skill in proofreading and editing.

**State Standards—Iowa: Business, Finance, Marketing and Management**

- Core Standard 9: Information Management: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.
  - 9.1.6 Store information for future use. Performance Element
  - 9.2 Acquire a foundational knowledge of information management to understand its nature and scope.
  - 9.3 Utilize information-technology tools to manage and perform work responsibilities.
    - 9.3.4 Use basic operating systems.
    - 9.3.6 Demonstrate basic e-mail functions.
    - 9.3.9 Demonstrate basic word processing skills.
    - 9.3.14 Demonstrate collaborative/groupware applications.
- Core Standard 12: Professional Development: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
  - 12.3.4 Identify sources of career information.
  - 12.3.5 Identify tentative occupational interest.
  - 12.3.6 Explain employment opportunities in business.
  - 12.3.7 Explain career opportunities in entrepreneurship.
  - 12.4 Implement job-seeking skills to obtain employment.
  - 12.4.1 Utilize job-search strategies.
  - 12.4.2 Complete a job application.
  - 12.4.3 Interview for a job.
  - 12.4.4 Write a follow-up letter after job interviews.
  - 12.4.5 Write a letter of application.
  - 12.4.6 Prepare a résumé.
  - 12.5.1 Describe techniques for obtaining work experience (e.g., volunteer activities, internships).

## Required and Recommended Textbooks, Software, and/or Other Materials

**Required Textbooks, Software, and/or Other Materials:**
- *Gregg College Keyboarding and Document Processing,* Lessons 1–60, 11th Edition by Ober, Johnson, Zimmerly;
  Copyright 2011 © by the McGraw-Hill Companies, Inc.
- *Microsoft Word 2013 Reference* Manual *Gregg College Keyboarding and Document Processing,* Lessons 1–60, 11th Edition by Ober, Johnson, Zimmerly;
  Copyright 2011 © by the McGraw-Hill Companies, Inc.
- *Microsoft Word 2013 Reference* Manual

## Teaching Strategies

**Teaching Strategies:** The first half hour of class will be dedicated toward lecture, demonstration, and discussions mainly through the use of instructor created screencasts. The remainder of the class will be dedicated "lab" time and students are expected to utilize this time to complete their drills and assignments.

## Attendance Expectations

**Attendance Expectations:** Class attendance is required in all classes and students are expected to plan accordingly, giving classes priority. Students who do not miss more than three classes have a higher probability of passing the course successfully.

**Course Assessments:** Students will be assessed on daily, in-class assignments (formative assessment) and through a midterm and final exam (summative assessments). Student will also be assessed on their keyboarding speed & accuracy.

**Participation Expectations:** Students are expected to participate in class. Class participation will be evaluated on quality as well as quantity. Students who are passively (e.g. sleeping) or actively (e.g. talking in private discussions) disrupting class may be asked to leave. It is expected that class participants will treat fellow classmates with respect; thus, contentious arguments are to be avoided.

**Grading Policies:** Grades are maintained in the online learning management system (JMC) for student viewing as the course progresses. The following grading scale will be used:

**Grading Scale:**

| Grade | Score |
|-------|-------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 00-59 |

**Proposed Class Schedule**

| Week | Day | Topic |
|------|-----|-------|
| 1 | 1 | Welcome |
| | 2 | PreTest for Unit 1 File Management & Reading & Lesson 1 |
| | 3 | Unit 1 Lesson 2 & 3 |
| | 4 | Unit 1 Assessment |
| 2 | 5 | Unit 2 PreTest Word Processing |
| | 6 | Unit 2 Part 1 Intro to Word Processing |
| | 7 | Unit 2 Part 2 Document Basics & Formatting Lesson 1 My Favorite Things |
| | 8 | Guest Speaker |
| 3 | 9 | Unit 2 Part 2 Document Basics & Formatting Lesson 2 Super Cuts |
| | 10 | Unit 2 Part 2 Document Basics & Formatting Lesson 3 State Symbols |
| | 11 | Unit 2 Part 2 Document Basics & Formatting Lesson 4 How to Build a Website |
| | 12 | Field Trip |
| 4 | 13 | Unit 2 Part 2 Document Basics & Formatting Lesson 5 Fortune 500 Top 10 Companies |
| | 14 | Unit 2 Parts 1 & 2 Review |

| | 15 | Unit 2 Parts 1 & 2 Assessment |
|---|---|---|
| | 16 | Unit 2 Part 3 Formatting Paragraphs & Editing Text Lesson 7 The Voice |
| 5 | 17 | Guest Speaker |
| | 18 | Unit 2 Part 3 Formatting Paragraphs & Editing Text Lesson 8 Movie Summary |
| | 19 | Unit 2 Part 3 Formatting Paragraphs & Editing Text Lesson 9 Taking a Vacation |
| | 20 | Unit 2 Part 3 Review |
| 6 | 21 | Unit 2 Part 3 Assessment |
| | 22 | Field Trip |
| | 23 | Unit 2 Part 4 Working with Tables and Columns Lesson 10 Celebrities and Their Pets |
| | 24 | Unit 2 Part 4 Working with Tables and Columns Lesson 11 Homework Planner |
| 7 | 25 | Unit 2 Part 4 Working with Tables and Columns Lesson 12 So You Think You Can Dance |
| | 26 | Unit 2 Part 4 Review |
| | 27 | Unit 2 Part 4 Assessment |
| | 28 | Unit 2 Part 5 Working with Tabs Lesson 13 Video Game Ratings |
| 8 | 29 | Unit 2 Part 5 Working with Tabs Lesson 14 Social Media for Teens |
| | 30 | Unit 2 Part 5 Review |
| | 31 | Guest Speaker |
| | 32 | Unit 2 Part 5 Assessment |
| 9 | 33 | Unit 2 Part 6 Using Headers, Footers, & Page Setup Lesson 15 From the Top to the Bottom |
| | 34 | Unit 2 Part 6 Using Headers, Footers, & Page Setup Lesson 16 School Lunch Menu |
| | 35 | Unit 2 Part 6 Review |
| 10 | 36 | Unit 2 Part 6 Assessment |
| | 37 | Unit 2 Part 7 Working with Graphics and Visual Elements Lesson 17 Spring Scene |
| | 38 | Unit 2 Part 7 Working with Graphics and Visual Elements Lesson 18 Dynamic Desktop |
| | 39 | Unit 2 Part 7 Working with Graphics and Visual Elements Lesson 19 Right Here, Right Now |
| 11 | 40 | Unit 2 Part 7 Working with Graphics and Visual Elements Lesson 20 Days of the Week |
| | 41 | Unit 2 Part 7 Working with Graphics and Visual Elements Lesson 21 Logo Links |
| | 42 | Field Trip |
| | 43 | Unit 2 Part 7 Working with Graphics and Visual Elements Lesson 22 SWOT Analysis Diagram |
| 12 | 44 | Unit 2 Part 7 Review |
| | 45 | Unit 2 Part 7 Assessment |
| | 46 | Unit 2 Part 8 Creating Professional Documents Lesson 23 Professional Business Documents |
| | 47 | Guest Speaker |
| 13 | 48 | Unit 2 Part 8 Creating Professional Documents Lesson 24 Recommendation Letter |
| | 49 | Unit 2 Part 8 Creating Professional Documents Lesson 25 New Menu Announcement |
| | 50 | Unit 2 Part 8 Creating Professional Documents Lesson 26 Spirit Week Memo |
| | 51 | Unit 2 Part 8 Creating Professional Documents Lesson 27 School Newsletter |
| 14 | 52 | Field Trip |
| | 53 | Unit 2 Part 8 Creating Professional Documents Lesson 28 Knowledge College Letterhead |
| | 54 | Unit 2 Part 8 Creating Professional Documents Lesson 29 Business Card |
| | 55 | Unit 2 Part 8 Creating Professional Documents Lesson 30 Promotional Flyer |
| 15 | 56 | Unit 2 Part 8 Creating Professional Documents Lesson 31 Resume |
| | 57 | Unit 2 Part 8 Creating Professional Documents Lesson 32 Social Media Today |
| | 58 | Unit 2 Part 8 Creating Professional Documents Lesson 33 Knowledge College Majors |
| | 59 | Unit 2 Part 8 Review |
| 16 | 60 | Unit 2 & Part 8 Assessment |

| | 61 | Unit 3 LinkedIn |
|---|---|---|
| | 62 | Field Trip |
| | 63 | Unit 3 LinkedIn |
| 17 | 64 | Unit 3 FBLA Electronic Career Portfolio Final Project--SEE GROUP PROJECT--work in groups but students work on THEIR OWN portfolio with input from their teammates? |
| | 65 | Unit 3 FBLA Electronic Career Portfolio Final Project |
| | 66 | Unit 3 FBLA Electronic Career Portfolio Final Project |
| | 67 | Unit 3 Prepare to present final project |
| 18 | 68 | Unit 3 Prepare to present final project |
| | 69 | Unit 3 Present final project to class & others |
| | 70 | Group Project: SEE FINAL PROJECT topic--12 classes? |

## Student Make-up Policy, Classroom Behavior and Netiquette, and/or Other Expectations

**Make-up Policy:**
- Procedure for Late Assignments: Late assignments will lose 1 point per day when turned in after the established deadline date and time.
- Procedure for Missed Assessments: Contact the instructor as soon as possible to make arrangements.
- Extra Credit: Will be issued at the instructor's discretion sparingly.

**Classroom Behavior and Netiquette Expectations:**
- Academic dishonesty will not be tolerated in AOS courses and will result in an automatic grade of F. The instructor has the right to request that students recreate computer-generated assignments and timed writings in her presence to determine authenticity

## Facutly Feedback Commitment to Students

**Faculty Feedback Commitment:**
- Students can expect to received immediate feedback on all assignments check throught the GDP website.
- Grades will be update, weekly, at a minimum.

## College Policies

The Student Handbook is online at eicc.edu/handbook. Any questions about the handbook should be directed to the Dean of Student Development.

**Academic Integrity:** College deans may initiate disciplinary proceedings against a student accused of Academic Dishonesty. Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Academic dishonesty will not be tolerated in any course at this college. Plagiarism and others forms of cheating are examples of such dishonesty and will result in serious consequences. Plagiarism is presenting someone else's words as your own, whether in writing or in speaking.

**FERPA Information**: Eastern Iowa Community Colleges, in full compliance with the Family Educational Rights and Privacy Act of 1974, shall make educational records available to students upon request. Likewise, in accordance with the law, individually identifiable educational records will not be released to anyone other than authorized individuals without written consent of the student. Students have the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failures by the institution to comply with the act. For more information, visit eicc.edu/about-eicc/ferpa.aspx.

**Student Complaint Policy/Procedures for Capricious Grading:** eicc.edu/about-eicc/student-handbook/procedures-for-use-in-appealing-allegedly-capricious-semester-grades.aspx

## Resources

**Disability Services**: CCC is committed to providing access to all students. If you have a disability that may affect your academic performance and are seeking accommodations, it is your responsibility to inform the Disability Resources Coordinator. Please contact Marcia Larson -  mlarson@eicc.edu to make an appointment. It is important to request accommodations promptly in order to receive your accommodations in a timely manner. Instructors can only provide accommodations after being presented with a completed EICC Accommodation Form. This service is free and confidential.

**Free Peer Tutoring:** The CCC Success Center offers one-on-one or group tutoring in a variety of subjects. Peer tutors can help you study, discuss difficult material, or answer questions about assignments and homework.

**English Language Acquisition:** For students who primary language is other than English and who believe that receiving academic assistance is necessary for their success, the following resource guidelines are offered:
- Meet with your instructor at the beginning of the course to discuss strategies for success.
- Seek free tutoring by contacting the CCC Success Center (see above).
- Manage your time so you can sufficiently understand the coursework and assignments.

**Family Resources:** Sometimes we need a little extra support - maybe for depression, family problems, or day-to-day stress. Free counseling services are available on campus to all students through a licensed therapist from Family Resources, Inc. Appointments can be made at the Student Center front desk or by calling 563-244-7004.

**Military**: Clinton Community College seeks to provide a learning environment that is welcoming to all students. The veteran's room is located in room 128 and open during regular library hours. Any active or reserve military who would like to discuss transitioning from the military into the academic environment, please contact Rebecca Geiken. She is available to assist all veterans and their families in accessing programs and services within the college and community to enhance the educational experience. Contact Rebecca Geiken, Military and Veteran Student Affairs Facilitator, at rgeiken@eicc.edu or 563-244-7175.

**Retention Alert:** One of the most efficient and effective ways to improve student success and retention is to identify problems early and take swift action. EICC uses an automated tool that helps students by alerting the appropriate parties, triggering the appropriate response, setting up and tracking an action plan, and monitoring success.

**Campus Communication:** In an effort to keep our students safe and informed in emergency situations, EICC has a system to help alert students, faculty, and staff of school closings and other emergencies. EICCAlert is a free service* to send text and voice messages and email notifications. Signup for alerts at https://www.eicc.edu/about-eicc/eiccalert/. Also, login to EICConnect for daily cancellations, activities, and events.

## Other

- If you are having trouble with a concept or assignment, please discuss this with your instructor as soon as possible.

- Treat this as you would a job. Make a strong effort to attend all classes, arrive on time, and notify your instructor in advance if you must be absent. Potential employers are interested in knowing your attendance record at school. Being on time will allow you the opportunity to earn up to 16 extra credit points for arriving to class on time.

- Stay organized. Find a place at home to keep your class folders and USB drives organized. Keep in mind that your goal upon graduation is to create a portfolio of your various skills. In addition, you will want to keep all assignments and USBs as verification should a dispute arise as to whether a proper grade was given for an assignment.

- Complete assignments on or before the scheduled due date. Late assignments will be deducted 1 point for each day late beyond the established deadline date.