Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: ~~BTED/POS~~ BTED101 – Microbased Computer Literacy

Instructor of Record: WAYNE Moore phone: 7-5647 e-mail: Moore@IUP-edu

Step One: Attach signed Budget Approval Form to this form.

Step Two: Department or its Curriculum Committee
The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will a qualified instructor teach the course? ✓ Yes ___ No

2. Will the technology serve as a suitable substitute for the traditional classroom? ✓ Yes ___ No

3. Are there suitable opportunities for interaction between the instructor and student? ✓ Yes ___ No

4. a. Will there be suitable methods used to evaluate student achievement? ✓ Yes ___ No

   b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty) ✓ Yes ___ No .

5. Recommendation:
   ✓ Positive (The objectives of the course can be met via distance education.)

   ___ Negative   _Dawn E. Woodland_   1/24/02
                       signature of department designee   date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Three: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

X Positive recommendation

___ Negative recommendation   _Gail S. Sechrist_   2/13/02
                                   signature of committee chair   date

Forward this form to the Provost within 24 calendar days after receipt by committee.

Step Four: Provost
✓ Approved as distance education course

___ Rejected as distance education course _____ 2/15/02
                                           signature of Provost   date

Step Five:
Forward materials to Dean of the School of Continuing Education.

Responses to cover sheet questions:

1. I have had extensive training in the use of end-user computing concepts and skills. In addition, I have attended several workshops in the area of software applications.

2. With BTED101 being a technology intensive class; the on-line learning is most suitable and will allow for individual pacing of material.

3. I have built into the calendar interaction opportunities with the instructor as well as the other students in the on-line class. I have set up specific on-line office hours for individual attention. Students will use both the bulletin board for threaded discussions as well as the chat room for group discussions.

4. Student achievement will be evaluated based on the extensive hands-on computing activities as well as on-line theory exams.

   Academic honesty is very important and has been addressed in the syllabus as well as a continual discussion on-line through societal issues.

INDIANA UNIVERSITY OF PENNSYLVANIA

EBERLY COLLEGE OF BUSINESS & INFORMATION TECHNOLOGY

DEPARTMENT OF TECHNOLOGY SUPPORT AND TRAINING

Course Syllabus
BTED 101 Microbased Computer Literacy (On-Line)

Dr. Wayne Moore
Eberly College of Business & Information Technology
Technology Support and Training
724-357-5647
E-mail: moore@iup.edu

On-Line Office Hours

Tuesday, Wednesday, Thursday   10:00 am to 11:00 am

Prerequisites: None.

Exemption Exam: For students with the necessary knowledge and skills, there is an exemption exam offered at the beginning of the fall and spring term. This is not part of the on-line course.

Catalog Description: An introductory course designed to provide students with a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. An emphasis is placed on the application of microcomputers, the use of productivity software (word processing, spreadsheet, presentation, and database management), and the social and ethical aspects of the impact of computers on society.

Course Objectives:

A. To provide instruction on the components of a microcomputer system.
B. To provide laboratory and theoretical instruction on how to use software in the categories of operating systems, word processing, spreadsheet, database management, presentation graphics, and the enhancement of learning.
C. To be able to use e-mail and the Internet to communicate and locate information.
D. To develop an understanding of historical, current, and future trends in computing that will enable one to comprehend better and react to new applications and technologies as they evolve in the coming years.
E. To develop an understanding of the value of computing as an intellectual skill whose concepts have inherent value analogous to those of mathematical and logical reasoning, and to those of language itself.
F. To develop an awareness of issues in computing as they relate to ethical, social, psychological, political, and economic implications.

Required Texts and Supplies:

1. (On-Line Packet)Long and Long. Computers Brief Edition, Prentice Hall, 2002. ISBN 0-13-092989-1
2. (On-Line Packet)Grauer and Barber. Brief Microsoft Office 2000 Professional, Prentice Hall, 1999. ISBN 0-13-083582-X. Both texts are available as a set with the ISBN 0-13-073227

3. Schellenberg, Computers in Society, 02/03 Edition, Duskin Publishing Group, 2002. ISBN 0-07-247987-6
4. Internet connection—preferably via cable rather than modem
5. Microsoft Office 2000 Professional Edition

Teaching Method:

This course will be taught using a variety of instructional methods via distance learning. Course activities will include hands-on experience and guided activities using a microcomputer combined with threaded discussions, on-line chapter overviews, on-linde demonstrations, and readings. The variety of activities involved in the course is designed to meet the needs of diverse learners and learning styles.

Assignments:

Assignments will include on-line projects on Word Processing, Spreadsheets, Database manipulation, and Presentation Graphics. Also, students will read articles dealing with the application of computers in subject areas that are related to their major fields of study or are of interest to them. The students will then discuss articles via the on-line chat classroom. Assignments will be saved and sent to the instructor via the Internet and WebCt.

All assignments are due by the deadline announced by the instructor. All assignments will be submitted electronically. The instructor reserves the right to ask for your work disk to prove authenticity. Cheating and/or plagiarism will be dealt with according to University policy. **No late assignments will be accepted!** All deadlines will be listed in the electronic calendar; your responsibility will be to manage your time to meet them. It is the student's responsibility to make sure that the instructor has received any files submitted electronically.

Attendance:

Even though it is an on-line class there will be times when you will need to be connected to the WebCT class so that discussions can take place with the other members enrolled in the class. These times will be listed on the electronic calendar/

Evaluations:

Students are required to take scheduled examinations during the designated on-line time period. It is your responsibility to be sure to take the exam during the testing time frame. Failure to take any of the evaluations will result in an "F" grade with no possibility of a make-up exam. Final grades will be determined as follows:

	Percentage of Total Grade
Three Exams	40%
Application & Concept Exercises	40%
Article Reaction Response Essays	10%
On-line participation, Communicating in a timely manner	10%

The Standard University grading scale will be used:

|	
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 - below	F

General Information:

For many of you, the concepts presented in class may not be new. Please remember that everything is difficult before it is easy. My goal in this course is to facilitate your learning and provide you with the foundation for further study by formalizing the information, to make it more meaningful, and to introduce how different microcomputer applications can be of use to you in your careers. This will require that you complete all WebCT activities.

I realize that there is quite a bit of work involved in this course. In general, the University suggests two hours of study time for every hour in class. Please use this a guideline, and if you feel you need more lab or study time for a particular section of the course, plan your time accordingly. With this being an on-line course it is important for you to stay of top of your assignments and communicate with me regularly--if you do these two things you will be able to manage the work involved quite easily.

Bibliography:

Carnavale, A.P. (1990). Workplace Basics: The Essential Skills Employers Want. ASTD Best Practices Series: Training for a Changing Work Force, First Edition. Alexandria, VA: American Society of Training and Development. ERIC Document Reproduction Service No. ED 319 979.

Edgar, S. L. (1997). Morality and machines. Perspectives on computer ethics. Sudbury, MA: Jones and Bartlett.

Fisher-Larson, S. (1997). Integrated software applications. The changing dimensions of business education. Yearbook No. 35 (pp. 93-100). Reston, VA: National Business Education Association.

Grauer, R.T. & Barber, M. (1998). Exploring Microsoft Office 97 Professional, Revised Edition. Upper Saddle River, NJ: Prentice Hall.

Long, L. & Long, N. (1998). Computers, Sixth Edition, Upper Saddle River, NJ: Prentice Hall.

Schmidt, B.J. & Kirby, M. S. (1995). Technology and the development of critical thinking skills. Technology in the classroom. Yearbook No. 33 (pp. 32-39). Reston, VA: National Business Education Association.

01-51

PRENTICE HALL
Grauer Online
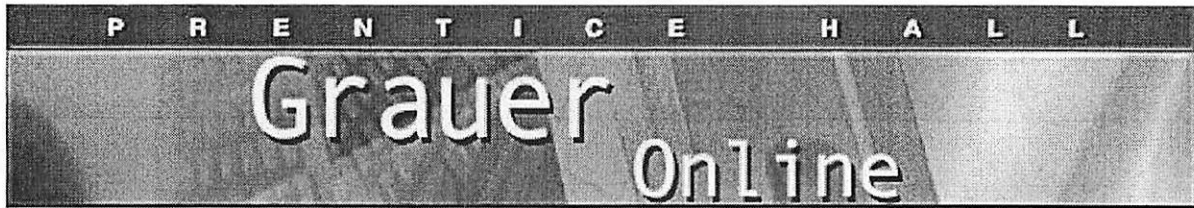
Welcome to Dr. Moore's Computer Literacy Course
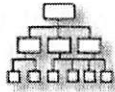
List of Chapters
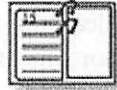
Class Calendar

Resume Session

Web Destinations

Communications

Course Information

Student Progress

Question Database
(Hidden)

Tip of the Day
(Hidden)

chat
Chat Room

Discussion
Discussions

Chapter 1 ◥ WORD 2000 Introduction: What Will Word Processing Do For Me? ◤

Objectives

Grauer online

1. Define word wrap; differentiate between a hard and a soft return.

2. Distinguish between the insert and overtype modes.

3. Describe the elements on the Microsoft Word screen.

4. Create, save, retrieve, edit and print a simple document.

5. Check a document for spelling; describe the function of the custom dictionary.

6. Describe the AutoCorrect and AutoText features; explain how either feature can be used to create a personal shorthand.

7. Use the thesaurus to look up synonyms and antonyms.

8. Explain the objectives and limitations of the grammar check; customize the grammar check for business or casual writing.

9. Differentiate between the Save and Save As commands; describe various backup options that can be selected.

BACK

Objective 1: Describe a spreadsheet and suggest several potential applications; explain how the rows and columns of a spreadsheet are identified, and how its cells are labeled.

A spreadsheet is like a computerized accountant's ledger. Spreadsheets can be used to help organize, record, and calculate data, such as in a profit and loss statement or instructor's grade book. Data is entered on its grid of rows and columns, and changes are computed or recomputed automatically. Rows and columns are identified by headings—letters for the columns and numbers for the rows. The intersection of a row and column is a cell.

Introduction to spreadsheets, text page 2

To display captions for the screen elements described on this page, move your mouse pointer over the screen below.

Microsoft Excel - Grade Book

File Edit View Insert Format Tools Data Window Help

Arial   10   B I U $ % ,

E3   =(B3+C3+2*D3)/4

	A	B	C	D	E	F	G	H	I	J
1	Student	Test 1	Test 2	Final	Average					
2										
3	Adams	100	90	81	88.0					
4	Baker	90	76	87	85.0					
5	Glassman	90	78	78	81.0					
6	Moldof	60	60	40	50.0					
7	Walker	80	80	90	85.0					
8										
9	Class Average	84.0	76.8	75.2						
10										
11										
12										
13										
14										
15										
16										

Subject COMPUTERS IN SOCIETY

Previous Thread   Next Thread   Close

Reply   Reply Privately   Quote   Download

Message no. 68 Posted by **Instructor (BTED101WM)** on Fri Jan 18, 2002 14:54

```
Computers are used in most workplaces today.  Please
describe your last job and how computers were used on a
day-to-day basis.
```

Previous Message Next Message

Previous Thread   Next Thread   Close

Chapter 1   ◀ EXCEL 2000 Introduction to Microsoft Excel: What Is a Spreadsheet? ▲

Introduction   Grauer Online

If you have speakers attached to your computer and have installed the free RealAudio player, click 🎧 to playback the accompanying sound clip.

A SHORT HISTORY OF THE EXCEL MIRACLE

1968:   Your boss is rushing across the office carrying a sheet of Accountant's Ledger paper in one hand while the other hand waves madly in your direction. Uh, oh..... He skids to a stop by your desk and shoves this ledger sheet under your nose.

"Jones, I got the bank on the phone. They need greater financial protection in order to loan us the money for our new project. The product needs to be more profitable, generating greater retained earnings and equity in our company. What price will we need to charge to increase net profit over $7,000,000? I need the answer right away. I don't want to lose this loan!"

"Do your analysis right on that sheet and keep it clean. No gravy stains on this one! I'm giving it to the bank. Lunch will have to wait."

Think about how you would go about doing the math on ledger paper to answer your boss' question.

Now, let's jump to the present day........

2000:   A short "Doh!!" from your computer monitor alerts you to the fact that your boss has requested a video conference with you. After clicking the

video icon on your desktop, his image appears with the following
document next to it.

	A	B
1	Profit Projection	
2		
3	Unit Price	$20
4	Unit Sales	1,200
5	Gross Sales	$24,000
6		
7	Expenses	
8	Production	$10,000
9	Distribution	$1,200
10	Marketing	$5,000
11	Overhead	$3,000
12	Total Expenses	$19,200
13		
14	Net Profit	$4,800

"Jones, I just placed an Excel spreadsheet in your folder on the server. I
got the bank on the phone. In order to loan us the money for our new
project they need greater financial protection. The product needs to be
more profitable, generating greater retained earnings and equity in our
company. What price will we charge to increase net profit over
$7,000,000? I need the answer right away. I don't want to lose this
loan!"

"Do your analysis within the same document. I'm emailing it to the
bank. Sorry if you have to do this while eating lunch at your desk."

No problem. You click in column B and replace the $20 value with
larger numbers and watch Excel automatically recalculate profit. After
10 seconds you see the numbers change from:

	A	B
1	Profit Projection	
2		
3	Unit Price	$20
4	Unit Sales	1,200
5	Gross Sales	$24,000
6		
7	Expenses	
8	Production	$10,000
9	Distribution	$1,200
10	Marketing	$5,000
11	Overhead	$3,000
12	Total Expenses	$19,200
13		
14	Net Profit	$4,800

To

	A	B
1	Profit Projection	
2		
3	Unit Price	$22
4	Unit Sales	1,200
5	Gross Sales	$26,400
6		
7	Expenses	
8	Production	$10,000
9	Distribution	$1,200
10	Marketing	$5,000
11	Overhead	$3,000
12	Total Expenses	$19,200
13		
14	Net Profit	$7,200

Another 5 seconds and a simple CTRL-S command saves the file back
on the server. Thirty seconds more to notify the boss that the revised
file is ready, and you're outta here!