

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CAPS 111

Year: 2024-2025

Course Title: Introduction to Word Processing

Credit Hours: 1

**I. Course Description:** This course is an introduction to the operation and uses of a word-processing program that covers topics related to the objectives used for the Microsoft Office Specialist (MOS) Core Exam in Word. Topics include inserting and modifying text, creating and modifying paragraphs, formatting documents, managing documents, working with graphics, and workgroup collaboration. Prerequisites: None. Familiarity with file management on a personal computer is recommended. 1 Cr. (2 Lec., 2 Lab. for 5 weeks) Fall and spring semesters.

**II. Additional Course Information:**

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| 1. This is an introductory course in the use of word processing features that is a requirement in several degree programs or can be used to satisfy a CAPS elective or an unrestricted elective credit. |
| 2. Students may not receive credit for both CAPS 105 and CAPS 111 toward their degree program.  |

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

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| 1. Define word processing terms.   |
| 2. Launch a word processing application and perform basic functions including starting and exiting, saving, retrieving and printing files, editing documents, using writing tools, and formatting documents. |

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes**

**Tompkins Cortland ILOs – N/A**

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- Use technology appropriate to their discipline.
- Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

## **Program Learning Outcomes – N/A**

Complete this section for program-specific courses (e.g., those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

## **SUNY General Education Outcomes – N/A**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate, and synthesize information from a variety of sources.

GENERAL EDUCATION CATEGORY - Area(s) – **N/A**:

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## **V. Essential Topics/Themes**

1. Text Formatting: a) Modifying paragraph formats, b) Setting and modifying tabs, c) Applying bullet, outline, and numbering formats to paragraphs, d) Applying paragraph styles.
2. Document Formatting: a) Creating and modifying headers and footers, b) Applying and modifying column settings, c) Modifying document layout and Page Setup options, d) Creating and modifying tables.
3. File Management: a) Managing Documents, b) Managing files and folders for documents, c) Creating documents using templates, d) Saving documents using different names and file formats.
4. Word Processing Tools: a) Inserting images and graphics, b) Creating and modifying diagrams and charts, c) Workgroup Collaboration.
5. Editing & Web Pages: a) Inserting, viewing, and editing comments, b) Converting documents into Web pages.

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Lesson Assignments	40-60%
2. Quizzes	0-20%
3. Final Exam	40-50%

## VII. Texts – Required    Recommended    Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

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1. <i>Illustrated Microsoft Office 365 &amp; Word 2016 Intermediate</i> . Duffy, Jennifer. 1st Ed., 2016, Cengage Learning. ISBN-13: 978-1305878297	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

## VIII. Bibliography of Supplemental Materials

1. <i>Benchmark Series: Microsoft Word 2016 Level 3</i> . Rutkosky, Nita & Audrey Roggenkamp. 2016. EMC Paradigm. ISBN-13: 978-0763867621
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Editions listed are current as of date of syllabus. More recent editions may be used.

## IX. Other Learning Resources

**Audiovisual:** GCF Learn Free <http://edu.gcfglobal.org/en/word>

**Electronic:** None specified

**Other:** None specified

**Attendance Policy:** To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

**Services for Students with Disabilities:** It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

**Academic Integrity:** Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in

*performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*