Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CAPS 141 **Year: 2025-2026**

Course Title: Presentation Software **Credit Hours: 1**

I. Course Description: This course is an introduction to the operation and uses of presentation software. Topics parallel the objectives used for the Microsoft Office Specialist (MOS) Core Exam in PowerPoint and include creation of a presentation, insertion and modification of text, insertion and modification of visual elements, modification of presentation formats, customizing slide formats, printing presentations, working with data from other sources, management and delivery of presentations, and workgroup collaboration. Students taking this course in an online format must have access to a computer with a presentation software. 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:

1. This is an introductory course in the use of electronic presentation software that can be used to satisfy a CAPS elective or an unrestricted elective credit.

III. Student Learning Outcomes

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

1. Use presentation software, including opening, saving, and retrieving.
2. Create a presentation that incorporates basic functions and styles and be able to modify and customize a presentation.
3. Manage and deliver a completed presentation.

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.	Creating a Presentation: a) Creating presentations (manually and using automated tools) b) Adding slides to, and deleting slides from, presentations c) Modifying headers and footers in the Slide Master
2.	Inserting and Modifying Text a) Importing text from Word b) Inserting, formatting, and modifying text
3.	Inserting and Modifying Visual Elements a) Adding tables, charts, clip art, and bitmap images to slides b) Customizing slide backgrounds c) Adding Office Art elements to slides d) Applying custom formats to tables
4.	Modifying Presentation Formats: a) Applying formats to presentations b) Applying animation schemes c) Applying slide transitions
5.	Customize slide formats a) Customizing slide templates b) Managing a Slide Master c) Rehearsing timing d) Rearranging slides e) Modifying slide layout f) Adding links to a presentation
6.	Printing Presentations a) Previewing and printing slides, outlines, handouts, and speaker notes
7.	Working with Data from Other Sources a) Importing Excel charts into slides b) Adding sound and video to slides c) Inserting Word tables on slides d) Exporting a presentation as an outline
8.	Managing and Delivering Presentations a) Setting up slide shows b) Delivering presentations c) Managing files and folders for presentations d) Working with embedded fonts e) Publishing presentations to the Web Using Pack and Go
9.	Workgroup Collaboration a) Setting up a review cycle b) Reviewing presentation comments c) Scheduling and delivering presentation broadcasts

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Lab Problems/Exercises	40 - 60%
2. Quizzes	0 - 20%
3. Final Slide Show with Presentation in class or Live Online Meeting	40 - 50%

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

1. *Advantage Series: Microsoft Office PowerPoint 2003, Intro Edition.* Coulthard, Glen, Hutchinson-Clifford, Sarah, and Pat Graves. 1st Ed., 2004.Career Education.

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

VIII. Bibliography of Supplemental Materials

1. *PowerPoint 2003: Specialist (Benchmark Series*). Rutkosky, Nita H. 2003. EMC Publishing.
2. *Microsoft Office PowerPoint 2003, Comprehensive Concepts and Techniques, Coursecard Edition*. Shelly, Gary B., Cashman, Thomas J., and Susan L. Sebok. 2nd Ed. 2005. Course Technology.
3. *Microsoft Office 2003 PowerPoint : A Professional Approach, Comprehensive w/ Student CD*. Hinkle, Deborah, Graves, Pat, and Margaret Marple. 1st Ed., 2004: McGraw Hill/Irwin.

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

IX. Other Learning Resources

Audiovisual: No resources specified

Electronic: Mous.net Internet site for Microsoft Office User Specialist Testing

Other: No resources specified

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.