

# Texas Business Education

*Business Computer Information Systems I Online*

## ***STUDENT GUIDE***

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## **Unit 1 Orientation**

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### **What the Unit Is About**

You become familiar with the way an online course functions and the tools available to you.

### **Unit Objectives:**

- Learn about your instructor and the BCIS online course
- Learn what is expected of you in the BCIS online course
- Learn what is expected of you ethically and socially

### **What's In It For You?**

Online learning is becoming a common means of taking courses and receiving instruction. Becoming proficient in using online tools and techniques will make it easier for you to use this means of educational delivery in the future.

### **Time Commitment:**

Plan to commit approximately one week to complete this unit. Consult the course calendar for assignment due dates. Businesses want employees who meet deadlines with work products that are professional in both content and appearance. Submitting professional assignments on time helps you build these skills.

### **Unit Overview:**

BCIS (Business Computer Information Systems) is a survey technology course to let you learn about business software. This online course lets you acquire the same knowledge you would in a traditional classroom. You are expected to do readings, complete assignments, and interact with the “class.” The only difference is that you will do this outside a classroom. This unit introduces you to the expectations and tools that will help you be successful in this course.

### **Assignment Checklist**

Complete the following items to satisfy the requirements for this lesson

- Self test survey
- Instructor email
- Vocabulary
- Posted description
- Posted responses
- AUG statement email

**Evaluation:**

To satisfy the requirements for this unit, complete each lesson; they are worth 100 points each. The average of these lessons determines your grade for the unit. There will be no end of unit test.

## Unit 1 Lesson 1: Get Acquainted

### Lesson Purpose:

You learn about your instructor and the BCIS online course.

### Lesson Objectives:

- Take an online quiz
- Complete vocabulary activity
- Email instructor
- Post information
- Respond to posted information

### Lesson Content:

Successful online learning requires more from a student than a face-to-face class. You have to bring a sense of adventure and self-discipline to this class. In return for your extra effort, you will learn more than you expect.

Begin by reading the following information related to this course [include as links]:

- Syllabus
- Instructor Credentials
- Navigation Components

You need to have information about the technology required to complete this course successfully, as well as what is expected of you. Read each of the following sections making sure you understand what is expected of you.

- Textbook – You will use the following book in this course [from adoption list]:
  - Glencoe/McGraw-Hill Office XP Core: A Comprehensive Approach
  - Lawrenceville Press, Inc. A Guide to Microsoft Office XP Professional
  - Pearson Education, Inc. Business Information Systems, Level 1
  - Course Technology Microsoft Office XP, Introductory Tutorial
  - Course Technology Texas Microsoft Office Applications, Introductory Course
- Hardware – You need to have at least this configuration.
- Software – You need to have this software on your computer.
- Internet Access – You need to have a modem, DSL, or LAN access.
- Email – provided by software or separate account
- Assessment
  - Testing – frequency and absences
  - Rubrics – reason and types
  - Vocabulary
  - Questions
  - Responses
  - Gradebook – frequency of grades and access
  - Deadlines – penalties for not turning in on time

### **Assignment Checklist:**

Complete the following items to satisfy the requirements for this lesson:

Self test survey email (25 points)

Vocabulary (25 points)

Posted description (25 points)

Posted responses (25 points)

Possible Points: 100

## Activity 1.1.1: Self Test

### Activity Purpose:

You evaluate your possible success in an online course.

### Activity Overview:

Online courses require a different set of skills than those generally needed in a classroom. Before beginning a course like this, make sure you understand what is expected.

### Activity Instructions:

1. To understand more about how to be a successful online learner, begin by searching the net for tips for a successful online learner
2. Complete the survey found at <http://www.onlinelearning.net/ole/holwselfassess.html?s=428.j09011314.023u320171>
3. Capture the results by using the print screen key. Paste the results into a word-processed document.
4. Email your instructor with the information about your self-test. Attach the screen capture of your test results. Explain whether you think you are a good candidate for this course.

### Activity Rubric:

Quality Feature: Self Test	Possible	Score
Completes activity on time	5	
Submits self test score	5	
Sends email with information about self test	5	
Answers question fully	5	
Demonstrates knowledge of online learning requirements	5	
<b>Total</b>	25	

## Activity 1.1.2: Orientation Vocabulary

### Activity Purpose:

You develop an understanding of the tools available to you.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning at being successful in this course.

### Activity Instructions:

1. Using the [Vocabulary Rubric](#) as a guide, record the following terms in your vocabulary journal and explain what each is and how it can be used.
  - Toolbox
  - Email
  - Discussion threads
  - Resources
  - Journal
  - Whiteboard
  - Other terms related specifically to the courseware

### Activity Rubric:

Quality Feature: Vocabulary	Possible	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	25	

### Activity 1.1.3: Get Acquainted Posting

#### Activity Purpose:

You exchange information with the class to get to know each other.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this let you fill in gaps in your knowledge and share what you learn.

#### Activity Instructions:

5. Imagine yourself to be a product found in an office supply store. Tell why you selected that item as well as how it applies to you. If you want to see an example, see your instructor's posting.
6. Post your answer to the discussion board.
7. Respond to at least two other postings keeping in mind the Posted Response rubric.

#### Activity Rubric:

<b>Quality Feature: Posted Personal Description</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	5	
Provides a clear explanation of ideas	5	
Includes examples where appropriate	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>25</b>	

<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoided negativism	5	
Responded in a way that extended knowledge	5	
Added to the depth of discussion	5	
Evidence of proofreading – no errors	5	
Submitted in a timely manner	5	
<b>Total</b>	<b>25</b>	

## **Unit 1 Lesson 2: Online Ethics and Etiquette**

### **Lesson Purpose:**

You learn what is expected of you ethically and socially.

### **Lesson Objectives:**

- Understand the acceptable use guidelines for this course
- Take an online ethics quiz

### **Lesson Content:**

The nature of an online course requires students to understand ethical and social requirements that are somewhat different when students are face-to-face. You must carefully read the Acceptable Use Policy listed below making sure you understand what is expected of you. Students who violate either ethical or social expectations can be removed from the class.

### **Assignment Checklist:**

Complete the following items to satisfy the requirements for this lesson:

AUG statement email (75 points)

Ethics quiz (25 points)

Possible Points: 100

## Activity 1.2.1: Guidelines and Ethics

### Activity Purpose:

You learn what guidelines you are expected to follow.

### Activity Overview:

The acceptable use guidelines you are expected to follow are designed to ensure that everyone is treated fairly and with consideration. Make sure you understand everything that is expected of you.

### Activity Instructions:

8. Read the Acceptable Use Guidelines (see below).
9. Complete and return the Acceptable Use Guidelines statement found at the end of the reading.
10. Complete the Ethics Quiz [similar to the one found at <http://www.cse.ucsc.edu/classes/cms002/Spring00/hw/ethics.htm> .

### Activity Rubric:

Quality Feature: Guidelines	Possible	Score
Completes activity on time	5	
Submits AUG statement	45	
Completes Ethics Quiz	20	
Answers question fully	20	
Demonstrates knowledge of acceptable use guidelines	10	
<b>Total</b>	100	

## Online Acceptable Use Guidelines

**Acceptable Use:** Access to the online course is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action. Violations of law may result in criminal prosecution as well as disciplinary action by the student's school district.

**Cheating:** Instructors who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. This may include loss of all credit for the course as well as any punishment in accordance with the student's District Student Code of Conduct.

**Consequences:** A student knowingly bringing prohibited materials into the electronic environment will be subject to suspension of access and/or revocation of privileges on the system and will be subject to disciplinary action in accordance with the student's District Code of Conduct.

**Copyright:** Copyrighted software or data may not be placed on any system connected to the District's system without permission from the holder of the copyright. Only the copyright owner, or an individual the owner specifically authorizes, may upload copyrighted material to the system.

**Monitored Use:** Electronic mail transmissions and other use of the electronic communications system by students shall not be considered private. Designated staff shall be authorized to monitor such communication at any time to ensure appropriate use.

### Online Conduct

- Pretending to be someone else when sending/receiving messages is grounds for disciplinary action.
- System users may not gain unauthorized access to resources or information.
- System users may not purposefully access materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- System users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws.
- System users may not send or post messages that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- System users may not use another person's system account.
- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by policy or guidelines.
- Transmitting obscene messages or pictures is prohibited.

- Using the network in such a way that would disrupt the use of the network by other users is prohibited.

**Plagiarism:** Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question.

**Violations:** Any malicious attempt to harm or destroy equipment or data or the data of another user of the system is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses. Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences. Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users, deliberate interference with the ability of other system users to send/receive electronic mail, or the use of another person's user ID and/or password is prohibited.

**AUG Statement: This is to certify that I have read and understand what is expected of me ethically and socially as explained in the Online Course Acceptable Use Guidelines.**

**Signed and dated by yourself and your parents.  
Email statement to your instructor.**

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## **Unit 2**

### **Word Processing**

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#### **What the Unit Is About**

Word processing is the most commonly used software on a computer. This unit helps you develop word processing skills through creating a series of business documents.

#### **Unit Objectives:**

- Improve your keyboarding techniques
- Identify styles of business documents
- Produce a business letter
- Write a professional résumé
- Produce a well written research paper

#### **Connecting with Unit 1**

Now that you have learned how to use online tools and components, this unit uses these skills.

#### **What's In It For You?**

Being able to create professional word processing documents easily and quickly is a great time saver. Every product you create in this unit is one you will need frequently in the future.

#### **Time Commitment:**

Plan to commit approximately ten weeks to completing this unit. Consult the course calendar for assignment due dates. Businesses want employees who meet deadlines with work products that are professional in both content and appearance. Submitting professional assignments on time helps you build these skills.

#### **Unit Overview:**

You've probably used word processing software from the time you first encountered a computer. It's the most frequently used piece of software on a computer. In the beginning, the personal computer was originally purchased for its ability to create spreadsheets, but word processing quickly became the true "killer app."

Being able to use word processing software easily and well is an expectation that businesses today anticipate when they hire you. It's important to make sure that you can meet these expectations. In this unit, you learn to use your word processing software to create business documents that you will be able to use today as well as in the future.

## Assignment Checklist

Complete the following items to satisfy the requirements for this lesson

- Keyboarding Test
- Instructor Email
- Vocabulary
- Completed questions
- Posted answer to question
- Response to postings
- Memo
- Fax
- Vocabulary
- Test Your Knowledge Email
- Complaint Letter
- Response Letter
- Vocabulary
- Instructor Email
- Résumé
- Cover Letter
- Critique
- Vocabulary
- Report Search Table
- Research Report
- Posted Abstract
- Posted Responses

### Evaluation:

To satisfy the requirements for this unit, complete each of the lessons, which are worth 100 points each. The average of these lessons determines your grade for the unit. There is no end of unit test.

## Unit 2 Lesson 1: Keyboarding

### Lesson Purpose:

You improve your touch-system skill using the keyboard and keypad to input data.

### Lesson Objectives:

- Test your keyboarding skills
- Evaluate your keyboarding techniques

### Lesson Content:

One of the essential skills needed for success of any BCIS course is the ability to key text quickly and accurately. This lesson tests your skills in this area.

Review proper keyboarding techniques in your text or by using Internet resources such as these:

<http://www.crews.org/curriculum/ex/compsci/keyboarding/questions.htm>

[http://mccants.anderson5.net/technology/richey/proper\\_keyboarding.htm](http://mccants.anderson5.net/technology/richey/proper_keyboarding.htm)

<http://www.davis.k12.ut.us/etc/cathy/keyboard.htm>

<http://library.thinkquest.org/18709/data/keys.html?tqskip1=1&tqtime=0405>

<http://www.sasked.gov.sk.ca/docs/elemkey/technique.html>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Keyboarding Test (50 points)

Instructor Email (50 points)

Possible Points: 100

## Activity 2.1.1: Keyboarding Test

### Activity Purpose:

You determine your keyboarding proficiency.

### Activity Overview:

Keyboarding skills are more than just knowing the home keys. It also includes speed and accuracy. This activity helps you determine what improvements you need in this area.

### Activity Instructions:

11. Go to <http://www.typingtest.com/index.asp?go=typetest> to test your keyboarding speed and accuracy using a three-minute test.
12. In the email address box, have the information sent to your instructor.
13. If your keyboarding skills are less than 30 WPM with more than 3 errors, contact your mentor to set up additional practice or go to <http://www.learn2type.com/schools/whatis.cfm>.

### Activity Rubric:

Quality Feature: Keyboarding Test	Possible	Score
Completes activity on time	25	
Emails results to instructor	25	
<b>Total</b>	<b>50</b>	

## Activity 2.1.2: Keyboarding Technique Evaluation

### Activity Purpose:

You evaluate your keyboarding techniques.

### Activity Overview:

Keyboarding skills are more than just knowing the home keys. Keyboarding also includes speed and accuracy. This activity helps you determine what improvements you need in this area.

### Activity Instructions:

14. Review the Keyboarding Technique Rubric and assign yourself a score (or have your mentor observe your technique) based upon these criteria:

3 points	always use the technique
2 points	usually use the technique
1-2 points	never or seldom use the technique

Quality Feature: Keyboarding Technique	Possible	Score
Sits Straight and Tall		
Feet Flat on the Floor		
Fingers Curved and Upright		
Wrists Low, but Not Resting on Anything		
Elbows in		
Eyes on Copy		
Opposite Thumb Strikes Space Bar		
<b>Total</b>	<b>21</b>	

15. Email your instructor a note with your score and what areas you see as needing improvement. Include a plan to make these changes.

### Activity Rubric:

Quality Feature: Technique Evaluation	Possible	Score
Completes activity on time	10	
Submits score	10	
Indicates areas of improvement	10	
Includes plan for change	10	
Proofreads – no errors	10	
<b>Total</b>	<b>50</b>	

## **Unit 2 Lesson 2: Business Documents**

### **Lesson Purpose:**

You identify types of business documents.

### **Lesson Objectives:**

- Create a memo
- Create a fax

### **Lesson Content:**

Businesses use a variety of documents to meet different needs. These include memos, faxes, agendas, reports, letters, resumes, or newsletters. In this lesson, you discover why a single type of document does not meet every need.

Review the characteristics of business documents by reading your text or using Internet resources.

### **Assignment Checklist:**

Complete the following items to satisfy the requirements for this lesson:

- Vocabulary (20 points)
- Completed questions (15 points)
- Posted answer to question (5 points)
- Response to postings (10 points)
- Memo (25 points)
- Fax (25 points)

Possible Points: 100

## Activity 2.2.1: Business Document Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary used in business documents.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain how each relates to a business document and what is included in each.

- Memo
- Agenda
- Email
- Fax
- Report
- Business Letter
- Résumé
- Newsletter

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	4	
Uses own words to explain term	4	
Demonstrates clear understanding of concept	4	
Uses examples to clarify idea	4	
Proofreads – error free	4	
<b>Total</b>	<b>20</b>	

## Activity 2.2.2: Business Document Questions

### Activity Purpose:

You investigate the differences among a variety of business documents.

### Activity Overview:

Business documents serve a wide variety of purposes. Understanding the importance and contribution of each one makes it easier for you to select the one that will most easily meet your need.

### Activity Instructions:

16. Answer the following questions in your own words. When answering the questions, use your own judgment as well as the information included in the related readings. Support your ideas with the examples, as well as from your own experience.  
What is the difference between a memo and a letter?  
Which is more useful – fax or email?  
When would you use a newsletter?  
What purpose does a résumé serve?  
Why is an agenda important?
17. Email your answers to your instructor.

### Activity Rubric:

Quality Feature: Business Document Questions	Value	Score
Uses own words to explain concept	3	
Provides a clear explanation of ideas	3	
Includes examples where appropriate	3	
Evidence of proofreading – no errors	3	
Submits in a timely manner	3	
<b>Total</b>	<b>15</b>	

### Activity 2.2.3: Business Document Posting

#### Activity Purpose:

You explain your ideas about the usefulness of one type of document over another.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this let you fill in gaps in your knowledge and share what you learned.

#### Activity Instructions:

18. Post your answer to question “b” from the Business Document Activity to the discussion board. Which is more useful – fax or email?
19. Respond to at least two other answers to this question.

#### Activity Rubric:

<b>Quality Feature: Posted Business Document Question</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	5	
Provides a clear explanation of ideas	5	
Includes examples where appropriate	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>25</b>	
<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoids Negativism	5	
Responds in a way that extends knowledge	5	
Adds to the depth of discussion	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>25</b>	

## Activity 2.2.4: Memo

### Activity Purpose:

You create a memo to demonstrate your understanding of this business document.

### Activity Overview:

Memos are short messages designed to communicate a single idea.

### Activity Instructions:

20. Create a memo using your word processing software. If you have a template, you may use it.
21. Address the memo to your instructor using today's date. The subject is BCIS comments. In your memo, discuss your goals for completing this course.
22. Save the memo and place it in the drop box.

### Activity Rubric:

Quality Feature: Memo	Value	Score
Uses correct form	5	
Uses complete sentences	5	
Includes required information	5	
Proofreads work	5	
Saves with correct name and submits on time	5	
<b>Total</b>	<b>25</b>	

## Activity 2.2.5: Fax

### Activity Purpose:

You create a fax to demonstrate your understanding of this business document.

### Activity Overview:

Faxes are short messages designed to communicate a single idea.

### Activity Instructions:

23. Create a fax using a template in your word processing software. Address the fax to your instructor at the school's address using today's date. In your fax, explain any difficulties you might be having completing the course up to this time.
24. Save the fax and place it in the drop box.

### Activity Rubric:

Quality Feature: Fax	Value	Score
Uses correct form	5	
Uses complete sentences	5	
Includes required information	5	
Proofreads work	5	
Saves with correct name and submits on time	5	
<b>Total</b>	<b>25</b>	

## Unit 2 Lesson 3: Business Letters

### Lesson Purpose:

You produce a professional business letter.

### Lesson Objectives:

Write a business letter

### Lesson Content:

Business letters are one of the most important documents produced in the work world. Generally, letters fall into two formats: block and modified block. The purposes of business letters fall into many categories, each with their own special focus.

Learn about business letters by reading your text or using Internet resources like these:

<http://www.wisc.edu/writing/Handbook/BusinessLetter.html>

<http://www.wisc.edu/writing/Handbook/CoverLetters.html>

<http://www.io.com/~hcexres/tcm1603/achtml/genlett.html>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Test Your Knowledge Email (15 points)

Complaint Letter (30 points)

Response Letter (30 points)

Possible Points: 100

## Activity 2.3.1: Business Letters Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary used in business documents.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

25. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain how each relates to a business document and what is included in each.
- Block Format
  - Modified Block Format
  - Acknowledgement
  - Complaint Letter
  - Sales Letter
  - Letter of Application
  - Collection Letter
  - Letter of Resignation
  - Announcement
  - Apology Letter

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 2.3.2: Business Letter Quiz

### Activity Purpose:

You complete a quiz to test your knowledge of business letters

### Activity Overview:

Business letters are used for many purposes. This quiz gives you an opportunity to demonstrate your knowledge of some of the types.

### Activity Instructions:

26. Complete the Test Your Knowledge quiz on types of business letters.
27. Email your grade to your instructor.

### Activity Rubric:

<b>Quality Feature: Business Letter Quiz</b>	<b>Value</b>	<b>Score</b>
Completes quiz in timely fashion	5	
Receives a grade of at least 80	5	
Submits grade by email	5	
<b>Total</b>	<b>15</b>	

### Activity 2.3.3: Complaint Business Letter

#### Activity Purpose:

You compose a complaint business letter in block format.

#### Activity Overview:

Complaint letters are designed to explain a problem and ask for a resolution. They are not designed to whine about something you do not like. They should outline the situation as succinctly as possible and offer a suggestion to correct the problem, if one is available.

#### Activity Instructions:

28. Compose a business letter in block format that is a complaint to your school board about some condition at your school you believe needs to be changed.
29. Post your letter to the discussion board.

#### Activity Rubric:

Quality Feature: Complaint Business Letter	Value	Score
Uses proper format	5	
Includes correct address and salutation	5	
Uses correct grammar and spelling,	5	
Includes required information	5	
Maintains professional tone	5	
Selects correct closing and signature lines	5	
<b>Total</b>	<b>30</b>	

## Activity 2.3.4: Response Business Letter

### Activity Purpose:

You compose a response business letter in modified block format.

### Activity Overview:

Response letters are an important means of maintaining good business relations. A response should indicate what the complaint was and be positive in tone while attempting to solve the problem. Learning to write good response letters requires a delicate touch.

### Activity Instructions:

30. Compose a response to one of the one of the other posted complaint letters.
31. Use a modified block format.
32. Place this letter in the drop box.

### Activity Rubric:

Quality Feature: Response Letter	Value	Score
Uses proper format	5	
Includes correct address and salutation	5	
Uses correct grammar and spelling,	5	
Includes required information	5	
Maintains professional tone	5	
Selects correct closing and signature lines	5	
<b>Total</b>	<b>30</b>	

## Unit 2 Lesson 4: Résumé

### Lesson Purpose:

You will produce a professional résumé.

### Lesson Objectives:

- Produce a résumé
- Write a cover letter

### Lesson Content:

From a personal viewpoint, a résumé is one of the most important documents you can learn to produce. With a résumé you can gain entry to a job that will be interesting and profitable.

Learn more about résumés by reading in your text or using Internet resources such as these:

<http://jobstar.org/tools/resume/index.cfm>

<http://www.damngood.com/jobseekers/tips.html>

[http://www.jobweb.com/Resumes\\_Interviews/default.htm](http://www.jobweb.com/Resumes_Interviews/default.htm)

<http://www.io.com/~hcexres/tcm1603/achtml/resume.html>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Instructor Email (10 points)

Résumé (25 points)

Cover Letter (25 points)

Critique (15 points)

Possible Points: 100

## Activity 2.4.1: Résumé Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary of résumés.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain how each relates to a résumé, and what is included in each.

- Cover Letter
- Chronological Résumé
- Functional Résumé
- Curriculum Vitae
- Electronic Résumé
- Targeted Résumé
- Presentation Résumé Style
- Digital Résumé Style

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 2.4.2: Résumé Details

### Activity Purpose:

You learn what type of résumé is right for you.

### Activity Overview:

Résumés are used to summarize your skills and experiences in order to convince a possible employer that you are right for a job. Before you can do this well, however, you need to know what type of résumé will work best for your situation.

### Activity Instructions:

33. Go to [http://www.careervictory.com/resume\\_calculator/college/rescalc01.asp](http://www.careervictory.com/resume_calculator/college/rescalc01.asp) and complete the questionnaire using your own experiences.
34. Record the results when they are revealed. [You can use Alt-Print Screen to save a copy to the clipboard. Set your screen resolution to 1024X768 to capture the entire page.]
35. Be sure to read the description of your best choice by clicking on the chart line.
36. Email the findings to your instructor. In the email summarize your findings.

### Activity Rubric:

Quality Feature: Résumé Calculator	Value	Score
Completed questionnaire fully	2	
Recorded the results	2	
Emailed finding to instructor	2	
Included required information	2	
Demonstrated knowledge of results	2	
<b>Total</b>	<b>10</b>	

## Activity 2.4.3: Résumé

### Activity Purpose:

You create a résumé targeted to a specific job.

### Activity Overview:

Each position requires a different set of skills. It's useful to learn what these might be.

### Activity Instructions:

37. Select a job from one of the ads listed below.  
First United Bank Full-Time Teller Position Some Experience Preferred Please  
Send Resume To: HR Dept., PO Box 16500 Lubbock, TX 79490  
Seeking Experienced Maintenance Supervisor HVAC Certified, Great Pay and  
Benefits Immediate Opening -Please Apply At: The Fountains 5001 Chicago,  
Lubbock TX 79414 555-2244  
EXPERIENCED PROPERTY MANAGER Qualified candidate must demonstrate  
leadership, financial budgeting exp., and proficiency on computer with AMSI  
experience preferred. Excellent company environment with above average  
salary. Fax Resume to 806-555-0880.  
MAINTENANCE PERSON Needed For Large Apartment Complex. Carpenter  
Experience Necessary. Please Call Indian Creek Apt @ 555-4146 For Appt.  
CHICKEN EXPRESS Now Hiring Counter Help For Day/Night Shifts. Great  
Pay, Excellent Work Envir. & Flex. Schedules. Apply In Person at 2505  
82<sup>nd</sup>.  
Item Processing Manager needed for financial institution. Should have AS400  
experience; banking experience and experience with Item processing/Data  
Processing department preferred. Please send resume and salary requirements  
to Manager, Human Resources, PO Box 555, Roswell, NM 88202 EOE/AA  
Children's Home Adoption Case Manager, Part Time Position, Min  
Qualifications: Bachelors in Human Service Field and Child Placing  
Experience, Contact Maria Gossett 555-1343  
Delivery Driver Needed. Must Be At Least 21 Yrs Old W/ Good Driving Record.  
Vehicle Furnished. Call 800-555-7387, 8:30-5:30 weekdays.
38. Create a résumé you believe can be used to apply for the job you select. Keep in  
mind the various types of résumés you can use. You might want to find a  
template or sample that closely fits your need and modify it to record your  
information.
39. Post your résumé to the discussion board.

**Activity Rubric:**

<b>Quality Feature: Résumé</b>	<b>Value</b>	<b>Score</b>
Selects appropriate type of résumé	5	
Uses correct format	5	
Provides appropriate information	5	
Proofreads for completeness and accuracy	5	
Posts in a timely manner	5	
<b>Total</b>	<b>25</b>	

## Activity 2.4.4: Cover Letter

### Activity Purpose:

You create a cover letter for use with a résumé.

### Activity Overview:

A cover letter is an important means of introducing yourself to a perspective employer. It opens the door for your résumé. You should not treat it like a formality.

### Activity Instructions:

40. Create a cover letter to attach to your résumé.
41. Post your letter to the discussion board.

### Activity Rubric:

Quality Feature: Résumé	Value	Score
Provides a good introduction to résumé	5	
Uses correct format	5	
Provides appropriate information	5	
Proofreads for completeness and accuracy	5	
Posts in a timely manner	5	
<b>Total</b>	<b>25</b>	

## Activity 2.4.5: Résumé Critique

### Activity Purpose:

You critique other résumés and cover letters.

### Activity Overview:

Observing résumé techniques others use is an excellent way to improve your own. Having someone comment on your work adds to the quality of your résumé.

### Activity Instructions:

Provide a constructive critique for at least one other résumé and letter.

### Activity Rubric:

Quality Feature: Posted Response	Value	Score
Avoids negativism	3	
Responds in a way that extends knowledge	3	
Adds to the depth of discussion	3	
Evidence of proofreading – no errors	3	
Submits in a timely manner	3	
<b>Total</b>	<b>15</b>	

## Unit 2 Lesson 5: Research Report

### Lesson Purpose:

You write a well-written research report.

### Lesson Objectives:

- Create a table
- Write a research report

### Lesson Content:

Often businesses require employees to gather information and then to provide a report summarizing the information. A report like this is used to make decisions or keep others apprised of industry changes. Notice that if you go to <http://www.ceed.us/web-site-benchmark.htm>, you see that businesses are willing to pay for research like this.

The skills you develop writing research papers in school can be helpful in writing research reports. Tables are frequently used as a means of gathering related information into a single location.

To understand more about how to be a successful report writer, read about reports in your text. To learn about creating tables, find information in your text.

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

- Vocabulary (20 points)
- Report Search Table (10 points)
- Research Report (50 points)
- Posted Abstract (10 points)
- Posted Responses (10 points)

Possible Points: 100

## Activity 2.5.1: Research Report Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary of research reports.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain how each relates to a research report and what is included in each.

- Abstract
- Table
- Header/Footer
- Footnote
- Endnote
- Title Page
- Research Report
- References
- Emerging Technology
- Table of Contents
- First and second heads

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	4	
Uses own words to explain term	4	
Demonstrates clear understanding of concept	4	
Uses examples to clarify idea	4	
Proofreads – error free	4	
<b>Total</b>	<b>20</b>	

## Activity 2.5.2: Report Search

### Activity Purpose:

You search the Internet for examples of research reports.

### Activity Overview:

Finding examples of research reports gives you the foundation for writing your own.

### Activity Instructions:

42. Search for examples of research reports on the Internet.
43. In a word processing document, create a table that lists five web sites you used to review the format of a research report. Include three columns labeled “Very Useful,” “Helpful,” and “Not Useful.” Place an “X” centered in each cell to indicate the usefulness of each site.
44. Place your document in the drop box.

### Activity Rubric:

Quality Feature: Report Search	Value	Score
Selects quality sites	2	
Uses correct format	2	
Provides appropriate information	2	
Proofreads for completeness and accuracy	2	
Posts in a timely manner	2	
<b>Total</b>	<b>10</b>	

## Activity 2.5.3: Research Report

### Activity Purpose:

You write a well-constructed research report.

### Activity Overview:

A research report can cover any subject. It is designed to summarize information on a single topic. It requires you to think about your audience and convey a message in your own words using supporting information from other sources.

### Activity Instructions:

45. Often decisions about emerging technology are the subject of business reports because of the changing nature of the field. Select one of the following areas to research looking for a recommendation that will be the best choice for the specified audience.
  - a. Operating system for a small graphic arts business
  - b. Web editing software for a home based business
  - c. Database for a large paper manufacturing business
  - d. Printers for a school district
  - e. Office suite which includes word processing, spreadsheet, and database for a financially strapped auto repair shop
46. Summarize your findings in your own words in a two-page report keeping in mind the most current information as well as projections about the future. Be sure to include a clearly defined decision, based on your research. Include the references you used to reach the conclusion, using APA or MLA styles.
47. Include at least one table listing several choices and the characteristics of each.
48. Format the paper with a header showing the date and page number. Use a 12 point font and 1 inch margins.
49. Place your completed paper in the drop box.

### Activity Rubric:

Quality Feature: Research Report	Value	Score
Demonstrates knowledge of subject	10	
Offers a decision that is well supported	10	
Provides appropriate information including table	10	
Uses correct format including source information	10	
Evidence of proofreading for completeness and accuracy	10	
<b>Total</b>	<b>50</b>	

## Activity 2.5.4: Research Abstract

### Activity Purpose:

You write and post an abstract of your research report.

### Activity Overview:

Abstracts are ways to summarize the main points of a paper. They make it possible for your readers to know in advance if the information meets their needs.

### Activity Instructions:

50. Create an abstract of your paper to post for others to read.
51. Respond to at least two other abstracts.

### Activity Rubric:

Quality Feature: Research Abstract	Value	Score
Provides a good summary of the report	2	
Uses correct format	2	
Provides appropriate information	2	
Proofreads for completeness and accuracy	2	
Posts in a timely manner	2	
<b>Total</b>	<b>10</b>	

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## **Unit 3**

### **Spreadsheets**

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#### **What the Unit Is About**

A spreadsheet was the software that made people want to purchase early personal computers. Although other software has become just as important, spreadsheets still have “magic” in that they let you play the “what if” game. This unit will put you in the game.

#### **Unit Objectives:**

- Create formulas in spreadsheets
- Learn ways to use a spreadsheet to solve business problems
- Convert spreadsheet figures to into charts

#### **Connecting with Unit 2**

Word processing software works with text. Spreadsheets work with numbers. They both are important in business and education.

#### **What’s In It For You?**

A spreadsheet let you perform calculations with ease. Knowing how to put a spreadsheet to work for you can make any numerical process easier to do and more accurate.

#### **Time Commitment:**

Plan to commit approximately six weeks to completing this unit. Consult the course calendar for assignment due dates. Businesses want employees who meet deadlines with work products that are professional in both content and appearance. Submitting professional assignments on time helps you build these skills.

#### **Unit Overview:**

The ability to create a spreadsheet was the driving force behind the growth of the personal computer. To be able to quickly and easily answer “what if” business questions changed a tedious and difficult task into a simple process. As a result, spreadsheets have become a standard in the business world. In this unit, you make spreadsheets work for you just as did the early pioneers of personal computing.

## Assignment Checklist

Complete the following items to satisfy the requirements for this lesson

- Vocabulary
- Invoice 1
- Invoice 2
- Posted Explanation
- Posted Questions
- Vocabulary
- Business Problem Spreadsheets
- Posted Answer to currency question
- Posted Response to currency question
- Vocabulary
- M&M spreadsheet/charts
- Chart explanation posting

## Evaluation:

To satisfy the requirements for this unit, complete each of the lessons, which are worth 100 points each. The average of these lessons determines your grade for the unit. There is no end of unit test.

## Unit 3 Lesson 1: Mathematical Processes

### Lesson Purpose:

You learn to create formulas in spreadsheets

### Lesson Objectives:

- Use mathematical functions in a spreadsheet
- Create formulas in a spreadsheet
- Design an invoice in a spreadsheet

### Lesson Content:

Development of math skills is not limited to math class. Knowledge of key mathematical functions is important when using a spreadsheet. The value of a spreadsheet is often in its ability to let you play “what if.” This means you can enter values like the number of hours worked and quickly see how much you would make if you worked that number of hours.

Review the mathematics of spreadsheets in your text or use Internet resources like:

<http://www.tsupc.edu/hutcheson/arithmetric.htm>

<http://www.cmu.edu/computing/education/excel/ExcelXP/FormulasandFunctions.htm>

[http://it.stlawu.edu/~infotech/our\\_support/office/excel\\_functions.htm](http://it.stlawu.edu/~infotech/our_support/office/excel_functions.htm)

<http://www.cmu.edu/computing/education/excel/ExcelXP/absoluterelative.htm>

<http://www.bcschools.net/staff/ExcelHelp.htm>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Invoice 1 (25 points)

Invoice 2 (25 points)

Posted explanation (15 points)

Posted questions (10 points)

Possible Points: 100

## Activity 3.1.1: Spreadsheet Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary of formulas used in spreadsheets.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain how each is used in or relates to a spreadsheet. Begin by defining a spreadsheet itself.

Spreadsheet  
Workbook  
Worksheet  
Cell  
Column  
Row  
Types of Data  
Order of Operations  
Functions  
Formula  
Relative vs. Absolute Copying  
Sorting

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 3.1.2: Invoice

### Activity Purpose:

You learn to use formulas to create an invoice.

### Activity Overview:

Invoices are a frequently used business document you can create using spreadsheet formulas and formatting.

### Activity Instructions:

1. Create an invoice for a service you can provide using spreadsheet software. See the sample in the resource area.
2. Include the service provided, the date, the number of hours/minutes, a per hour cost, and an actual cost.
3. List at least three services.
4. Show a total that adds together all costs.
5. Show a per service average cost. Use formatting tools to shade appropriate boxes, create borders, and to center the document on the page.
6. Label the worksheet "Invoice 1."
7. Make a copy of the invoice you created and paste it onto another worksheet.
8. Double the per hour cost to see what changes it makes in your overall income.
9. Subtract the total in your original invoice from the total in this invoice.
10. Label the worksheet "Invoice 2."
11. Place the invoice in the drop box.

**Activity Rubric:**

<b>Quality Feature: Invoice</b>	<b>Value</b>	<b>Score</b>
Input invoice data	5	
Input formulas in computer and check answers	5	
Uses page setup tools to center on page	5	
Uses formatting tools for appropriate shading and borders	5	
Proofreads, saves, and submits document	5	
<b>Total</b>	<b>25</b>	

### Activity 3.1.3: Mathematical Processes Posting

#### Activity Purpose:

You exchange information with the class about mathematical processes.

#### Activity Overview:

The ability to explain your ideas and to learn from others is an important business and life skill. Postings like this one let you fill in gaps in your knowledge and share what you learn.

#### Activity Instructions:

52. Explain either the use of functions, order of operations, or relative vs. absolute copying, as it is used in a spreadsheet.
53. Post your explanation for the class to read.
54. Respond to at least two explanations posted by other students by asking questions.

#### Activity Rubric:

<b>Quality Feature: Posted Explanation</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	5	
Provides a clear explanation of ideas	5	
Includes examples where appropriate	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>25</b>	
<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoids negativism	5	
Responds in a way that extends knowledge	5	
Adds to the depth of discussion	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>25</b>	

## Unit 3 Lesson 2: Business Problems

### Lesson Purpose:

You learn ways to solve business problems using a spreadsheet.

### Lesson Objectives:

Create formulas for a series of business related spreadsheets such as:

- balance sheet
- budget
- inventory
- income
- salaries
- payroll
- income tax
- currency conversion

### Lesson Content:

Businesses use spreadsheets to create documents that incorporate the tools your software provides. Review the types of spreadsheets by reading in your text or using Internet resources like:

<http://finance.yahoo.com/m5?s=USD>

[http://www.usask.ca/its/online\\_docs/excel.html](http://www.usask.ca/its/online_docs/excel.html)

<http://www.techtv.com/callforhelp/features/story/0,24330,2192923,00.html>

<http://rocky.unca.edu/education/edtech/techcourse/spreadsheet.htm>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (20 points)

Business Problem Spreadsheets (65 points)

Post answer to currency question (10 points)

Post response to currency question (5 points)

Possible Points: 100

## Activity 3.2.1: Business Problems Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary of business forms created in spreadsheets.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how each is created in a spreadsheet.

- Balance Sheet
- Profit and Loss Statement
- Foreign Currency Conversion
- Budget
- Inventory
- Income
- Payroll

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	4	
Uses own words to explain term	4	
Demonstrates clear understanding of concept	4	
Uses examples to clarify idea	4	
Proofreads – error free	4	
<b>Total</b>	<b>20</b>	

## Activity 3.2.2: Business Problems

### Activity Purpose:

You learn ways to use formulas to solve business problems.

### Activity Overview:

Besides invoices, there are a wide variety of spreadsheet documents you can use to solve business problems, like tracking salaries, inventory, and making currency conversions.

### Activity Instructions:

1. Using the spreadsheet found in the resource file, fill in the formulas needed to correctly compute the information required.
2. Add a header to identify each sheet.
3. Set the print area to one page.
4. Modify the appearance of sheets by adjusting columns or adding formatting.
5. To complete the currency conversion spreadsheet, use <http://finance.yahoo.com/m5?s=USD> to determine the current rate of exchange.
6. In the payroll spreadsheet, sort the information by name.
7. Save the spreadsheet and place it in the drop box.

### Activity Rubric:

Quality Feature: Business Problems	Possible	Score
Balance Sheet Formula	4	
Balance Sheet Formatting	4	
Budget Formula	4	
Budget Formatting	4	
Inventory Formula	4	
Inventory Formatting	3	
Income Formula	4	
Income Formatting	3	
Salaries Formula	4	
Salaries Formatting	3	
Payroll Formula	4	
Payroll Formatting and Sorting	3	
Income Tax Formula	4	
Income Tax Formatting	3	
Personal Budget Formula	4	
Personal Budget Formatting	3	
Currency Formula	4	
Currency Formatting	3	
<b>Total</b>	<b>65</b>	

### Activity 3.2.3: Currency Conversion Posting

#### Activity Purpose:

You exchange information with the class regarding currency conversions.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this one let you fill in gaps in your knowledge and share what you learn.

#### Activity Instructions:

12. Which currency (dollar, yen, peso, euro, or ruble) would you rather be paid in and why?
13. Post your answer and respond to at least one other answer.

#### Activity Rubric:

<b>Quality Feature: Posted Explanation</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	2	
Provides a clear explanation of ideas	2	
Includes examples where appropriate	2	
Evidence of proofreading – no errors	2	
Submits in a timely manner	2	
<b>Total</b>	<b>10</b>	
<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoids negativism	1	
Responds in a way that extends knowledge	1	
Adds to the depth of discussion	1	
Evidence of proofreading – no errors	1	
Submits in a timely manner	1	
<b>Total</b>	<b>5</b>	

## Unit 3 Lesson 3: Charting

### Lesson Purpose:

You learn to convert spreadsheet figures into a chart.

### Lesson Objectives:

Convert spreadsheet information to a chart

### Lesson Content:

You often convert information entered in a spreadsheet to a chart format, to make it easier to understand the results.

Learn about creating charts by reading in your text or using Internet resources like <http://www.ksu.edu/stats/tch/malone/computers/excel/graphs/bar.html>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (20 points)

M&M spreadsheet/charts (70 points)

Chart explanation posting (10 points)

Possible Points: 100

## Activity 3.3.1: Charting Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary of charts created in spreadsheets.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and what purpose it serves.

Pie Chart  
Bar Chart  
Line Graph  
Legend  
Data Series  
Axis  
Category

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	4	
Uses own words to explain term	4	
Demonstrates clear understanding of concept	4	
Uses examples to clarify idea	4	
Proofreads – error free	4	
<b>Total</b>	<b>20</b>	

## Activity 3.3.2: M&M Chart

### Activity Purpose:

You demonstrate the percentage of M&M colors using a chart.

### Activity Overview:

Charts are easy ways to convert figures to images.

### Activity Instructions:

55. Using the image found in the resource area, count the total number of M&Ms.
56. Create a spreadsheet similar to the one below.

ANATOMY OF A BAG OF M&Ms		
Created by (Insert Name)		
Color	Number	Percentage of Total
Blue		
Red		
Yellow		
Orange		
Brown		
Green		
TOTALS		

57. Compute the percentage of each color. Use the relative function in the percentage formula.
58. Sort by color.
59. Create a bar, pie, and line chart using columns one and two (but omit the total row). Place each chart on a separate worksheet.
60. Use the following information.
  - Title: Anatomy of a Bag of M&Ms—Percentage of Each Color
  - Subtitle: Created by (Insert Name)
  - Legend: percentages shown in or just outside the pie chart; color changes to correspond to color of M&Ms.
61. Increase the size of the chart (and fonts, legends, etc.) so it looks balanced and is the focal point on a sheet of paper in the landscape mode.
62. Place your spreadsheet/charts in the drop box.

**Activity Rubric:**

<b>Quality Feature: M&amp;M Spreadsheet</b>	<b>Value</b>	<b>Score</b>
Formats spreadsheet correctly	10	
Enters correct information	10	
Sorts correctly	5	
Uses correct formulas	15	
Formats charts correctly	15	
Creates balance and focus on page	5	
Posts in a timely manner	10	
<b>Total</b>	<b>70</b>	

### Activity 3.3.3: Chart Explanation Posting

#### Activity Purpose:

You explain what type of chart best explains your information.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this let you fill in gaps in your knowledge and share what you learn.

#### Activity Instructions:

63. From the three type of chart you created for the M&Ms, decide which best conveys the information you have.
64. Post your decision to the discussion board.
65. After everyone has “voted,” create a chart to indicate the class’ response.
66. Place it in the drop box.

#### Activity Rubric:

<b>Quality Feature: Posted Explanation</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	2	
Provides a clear explanation of ideas	2	
Includes examples where appropriate	2	
Submits in a timely manner	2	
Produces chart demonstrating class response	2	
<b>Total</b>	<b>10</b>	

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## **Unit 4**

### **Desktop Publishing**

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#### **What the Unit Is About**

Desktop publishing is a combination of text and graphics created using a personal computer. It's the perfect use of a computer. In this unit you build great looking documents using DTP.

#### **Unit Objectives:**

- Learn the basics of desktop publishing
- Create a business newsletter
- Produce an instructional manual

#### **Connecting with Unit 3**

You have worked with “word” software and “number” software. Now it's time to add a third component – graphics.

#### **What's In It For You?**

Being able to create attractive documents whether in the form of a newsletter or certificate is not only fun but also expected. Too often people attempt to create these documents without realizing the importance of good design. You won't be one of these people.

#### **Time Commitment:**

Plan to commit approximately six weeks to completing this unit. Consult the course calendar for assignment due dates. Businesses want employees who meet deadlines with work products that are professional in both content and appearance. Submitting professional assignments on time helps you build these skills.

#### **Unit Overview:**

Desktop publishing is fun. It lets you join graphics and text in a way that makes your message more readable and interesting. If spreadsheets attracted people in business, then the ability to create desktop published documents attracted graphic designers and artists who wanted to be able to produce professional pieces without having to use expensive and time-consuming printing facilities. Publications that once took hours or weeks to produce can now be created in minutes or days. In this unit, you follow in the footsteps of these designers.

## Assignment Checklist

Complete the following items to satisfy the requirements for this lesson

- Vocabulary
- Certificate
- Font Identification
- Vocabulary
- Certificate Revisited
- Newsletter
- Vocabulary
- Instruction Manual
- Personal Evaluation
- Posted Group Evaluation
- Response to Posting

## Evaluation:

To satisfy the requirements for this unit, complete each of the lessons, which are worth 100 points each. The average of these lessons determines your grade for the unit. There is no end of unit test.

## Unit 4 Lesson 1: Desktop Publishing Basics

### Lesson Purpose:

You learn the basics of desktop publishing.

### Lesson Objectives:

Create a desktop published certificate

### Lesson Content:

Desktop publishing is the creation of documents with text and graphics integrated in a way that is aesthetically pleasing. You can do desktop publishing using word processing software like Microsoft Word, Corel WordPerfect or specialized software like Microsoft Publisher, FrameMaker, Adobe PageMaker, or QuarkXPress.

To understand more about the basics of desktop publishing, read your text or use Internet resources like:

<http://ist.uwaterloo.ca/ew/software/WordProcessing/dtptips.html>

<http://www.davis.k12.ut.us/etc/cathy/deskpub.htm>

<http://www.bcschools.net/staff/PublisherHelp.htm>

<http://www.bcschools.net/staff/WordHelp.htm>

<http://desktoppub.miningco.com/cs/typerules/>

<http://desktoppub.miningco.com/library/weekly/aa100900b.htm>

<http://desktoppub.miningco.com/library/weekly/blrules-fewerfonts.htm>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Certificate (50 points)

Font Identification (25 points)

Possible Points: 100

## Activity 4.1.1: Desktop Publishing Basic Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary of desktop publishing.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to desktop publishing.

Desktop Publishing  
Typography  
Bitmap Graphic  
Raster Graphic  
Vector Graphic  
Serif Font  
Sans Serif Font  
Points  
Ascender  
Descender  
Crop  
Layout

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 4.1.2: Certificate

### Activity Purpose:

You will create a desktop published certificate.

### Activity Overview:

Certificates are a good example of desktop publishing.

### Activity Instructions:

67. Create a certificate using at least one serif and one sans serif type font [may not use Arial or Times].
68. Send to your instructor an explanation of the type of graphic (vector or bitmap) that you used. Indicate which fonts you used and what type style (serif or sans serif) that they are.
69. Include at least one graphic within the certificate and a border around the certificate.
70. Post your certificate.

### Activity Rubric:

Quality Feature: Certificate	Value	Score
Formatted certificate attractively	10	
Used serif and sans serif fonts and explained type	10	
Selected appropriate graphic and explained type	10	
Included attractive border	10	
Posted in a timely manner	10	
<b>Total</b>	<b>50</b>	

### Activity 4.1.3: Font Identification

#### Activity Purpose:

You observe other certificates to determine font selections.

#### Activity Overview:

Being able to recognize fonts is an important part of desktop publishing.

#### Activity Instructions:

71. Select two other posted certificates and determine which words are in serif and which are sans serif.
72. In an email to your instructor, explain your findings and include why you believe this is the case. If possible, identify the specific fonts.

#### Activity Rubric:

<b>Quality Feature: Font Identification</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	5	
Provides a clear explanation of ideas	5	
Includes examples where appropriate	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>25</b>	

## Unit 4 Lesson 2: Newsletter

### Lesson Purpose:

You create a business newsletter.

### Lesson Objectives:

Create a business newsletter

### Lesson Content:

Newsletters are an effective way to provide customers and employees with important information. They can be produced using word processing software or software designed specifically for newsletters. Regardless of the means used to create one, a newsletter requires knowledge of a variety of desktop publishing skills.

To understand more about the design elements you need to create effective newsletters, read your text, or use Internet resources like:

<http://beta.peachpit.com/features/ndmonth/nddesign.html>

<http://beta.peachpit.com/features/ndmonth/week2.htm>

<http://desktoppub.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.ideabook.com%2Ffreeinfo4.htm>

<http://desktoppub.miningco.com/library/weekly/aa980402.htm>

<http://www.geocities.com/CollegePark/Quad/5687/nlr.html>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Certificate Revisited (25 points)

Newsletter (50 points)

Possible Points: 100

## Activity 4.2.1: Desktop Publishing Design Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary of design in desktop publishing.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to desktop publishing design.

Proximity  
Alignment  
Repetition  
Contrast  
Consistency

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 4.2.2: Certificate Revisited

### Activity Purpose:

You revise your certificate based upon new knowledge.

### Activity Overview:

Desktop publishing is more than adding graphics to text. It requires knowledge of design.

### Activity Instructions:

73. Make any changes to your certificate you believe will improve its impact, based upon the design information you learned.
74. Place the new certificate in the drop box.
75. Send your instructor an email explaining what changes you decided to make.

### Activity Rubric:

Quality Feature: Revised Certificate	Value	Score
Makes improvements to certificate based upon design	5	
Explains changes fully	5	
Demonstrates knowledge of design	5	
Uses creative technique to enhance certificate	5	
Posts in a timely manner	5	
<b>Total</b>	<b>25</b>	

### Activity 4.2.3: Newsletter

#### Activity Purpose:

You create a newsletter using design information.

#### Activity Overview:

Design can make the difference between a newsletter that is read and one that isn't.

#### Activity Instructions:

76. Select a newsletter template from your word processor or desktop publishing software.
77. Create a two-page newsletter in which you include at least three articles and two graphics.
78. Make you topic an explanation of at least three different types of desktop publishing software.
79. Include a description, a cost estimate, and a discussion of the advantages and disadvantages. You may include quotes from Internet resources that include links back to the site that you used.
80. Place the newsletter in the drop box.

#### Activity Rubric:

Quality Feature: Newsletter	Value	Score
Includes three articles written in own words	10	
Includes two graphics that added to understanding	10	
Demonstrates knowledge of desktop publishing	10	
Includes description, cost, and advantages/disadvantages	10	
Posts in a timely manner	10	
<b>Total</b>	<b>50</b>	

## Unit 4 Lesson 3: Instructional Manual

### Lesson Purpose:

You produce an instructional manual using the conventions of desktop publishing.

### Lesson Objectives:

- Produce an instructional manual

### Lesson Content:

Newsletters and business cards are often created using desktop publishing technology, but other business documents like instructional manuals also benefit from using DTP.

To understand more about the design elements you need to create an instructional manual read your text or use Internet resources like:

[http://pd.l2l.org/success/lessons/Lesson11/HFAh1\\_a.htm](http://pd.l2l.org/success/lessons/Lesson11/HFAh1_a.htm)

<http://www.bastoky.com/TOC.htm>

<http://www.kristisiegel.com/FormalInstructions.doc>

<http://www.kristisiegel.com/techspring2003.html>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (5 points)

Instruction Manual (75 points)

Personal Evaluation (10 points)

Posted Group Evaluation (5 points)

Response to Posting (5 points)

Possible Points: 100

## Activity 4.3.1: Instructional Manual Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary in instructional manuals.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to an instructional manual.

Secondary Heads  
Diagrams  
Screen captures  
Terminology

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	1	
Uses own words to explain term	1	
Demonstrates clear understanding of concept	1	
Uses examples to clarify idea	1	
Proofreads – error free	1	
<b>Total</b>	<b>5</b>	

## Activity 4.3.2: Instructional Manual

### Activity Purpose:

You write an instructional manual.

### Activity Overview:

Instructional manuals require a special skill because you must take complex ideas and terms and “translate” them so a novice can follow your instructions.

### Activity Instructions:

81. In a group consisting of one or two other students, research wireless networking procedures. Investigate the following:
  - equipment needed
  - advantages and disadvantages
  - types of wireless networking available
  - costs
82. Look for information that provides you with the details needed to instruct someone on how to set up their own wireless network for desktop and laptop computers.
83. Once you gather the essential material you need, design (as a group) an attractive instructional manual that includes a cover, table of contents, and body with side headings.
84. Enhanced your report with professional and appropriate graphics including screen captures.
85. Include at least one page per member of the group (two pages for two people, three pages for three, etc.)
86. Place the manual in the drop box.

### Activity Rubric:

Quality Feature: Instructional Manual	Value	Score
Completes Instruction Manual	10	
Includes attractive and appropriate cover	5	
Includes table of contents	5	
Uses body with side headings	5	
Adds appropriate graphics	5	
Incorporates well researched content	25	
Proofreads and error free	20	
<b>Total</b>	<b>75</b>	

### Activity 4.3.3: Instructional Manual Evaluation

#### Activity Purpose:

You evaluate your instructional manual and the experience of working as a group.

#### Activity Overview:

Evaluation is an important part of any process. Knowing what went well and what didn't as well as ways to improve ensures that the next project will be more successful.

#### Activity Instructions:

14. Complete a self-evaluation of the quality of your work as well as the quality of the group product
15. Email it to your instructor.
16. Post an explanation from your group of the problems and successes you encountered, and a brief summary of your content.
17. Respond to at least one other group.

#### Activity Rubric:

Quality Feature: Personal Evaluation	Value	Score
Uses own words in evaluation	2	
Provides a clear evaluation of process	2	
Includes examples where appropriate	2	
Evidence of proofreading – no errors	2	
Submits in a timely manner	2	
<b>Total</b>	<b>10</b>	

Quality Feature: Posted Group Evaluation	Value	Score
Provides a clear evaluation of process	1	
Includes problems and successes	1	
Includes well written summary	1	
Evidence of proofreading – no errors	1	
Submits in a timely manner	1	
<b>Total</b>	<b>5</b>	

Quality Feature: Evaluation Response	Value	Score
Avoids negativism	1	
Responds in a way that extends knowledge	1	
Adds to the depth of discussion	1	
Evidence of proofreading – no errors	1	
Submits in a timely manner	1	
<b>Total</b>	<b>5</b>	

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## **Unit 5**

### **Databases**

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#### **What the Unit Is About**

A database is designed to let you manage complex relationships. Understanding how to create fields and tables that make this possible is the focus of this unit.

#### **Unit Objectives:**

- Learn how a database is constructed
- Create a database
- Use a database to manage information

#### **Connecting with Unit 4**

Once a newsletter is completed, it must be mailed to the readers. A database is one way to manage addresses and related information.

#### **What's In It For You?**

Database designers are always in demand. Understanding how to manage data is a skill that can earn you a good salary, even in the worst of times.

#### **Time Commitment:**

Plan to commit approximately five weeks to completing this unit. Consult the course calendar for assignment due dates. Businesses want employees who meet deadlines with work products that are professional in both content and appearance. Submitting professional assignments on time helps you build these skills.

#### **Unit Overview:**

Databases let you manage complex information structures. A well-constructed relational database makes it possible to find information quickly and to see how it is related to other information. This business skill is highly desirable and often difficult to find. If you can develop these skills to a proficient level, a job is waiting for you. This unit lets you begin developing these abilities.

## Assignment Checklist

Complete the following items to satisfy the requirements for this lesson

- Vocabulary
- Questions
- Posted Answer
- Posted Responses
- Vocabulary
- Music Database
- Posted Answer
- Posted Responses
- Modified Response
- Vocabulary
- Music Report/Query/Cost
- Posted Music Cost
- Responses to Postings

### Evaluation:

To satisfy the requirements for this unit, complete each of the lessons, which are worth 100 points each. The average of these lessons determines your grade for the unit. There is no end of unit test.

## Unit 5 Lesson 1: Database Basics

### Lesson Purpose:

You learn how a database is constructed.

### Lesson Objectives:

- Learn the components of a database using NorthWind

### Lesson Content:

Databases are extremely useful ways to handle large quantities of facts, figures, and details. Relational databases let track the same information in a number of different ways. Understanding the components of a database is a valuable tool in the business world.

Review the basics of database design by reading your text or using Internet resources such as these:

<http://databases.about.com/library/weekly/aa031801a.htm>  
<http://web.centre.edu/training/pdf/access/acessexphandout.pdf>  
<http://www.educ.uvic.ca/compined/Level1/access/access.htm>  
<http://www.bcschools.net/staff/AccessHelp.htm>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)  
Questions (50 points)  
Posted answer (15 points)  
Posted responses (10 points)

Possible Points: 100

## Activity 5.1.1: Basic Database Vocabulary

### Activity Purpose:

You will develop an understanding of the basic vocabulary of databases.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below will give you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to databases.

Table  
Query  
Filter  
Form  
Report  
Switchboard  
Wizard  
Record  
Entry

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completed activity on time	5	
Used own words to explain term	5	
Demonstrated clear understanding of concept	5	
Used examples to clarify idea	5	
Proofread – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 5.1.2: Database Basics

### Activity Purpose:

You survey the NorthWind database to observe the basics of database design.

### Activity Overview:

Databases can be complex documents that require knowledge of the basics of database design.

### Activity Instructions:

18. Open the database NorthWind from the resource directory. [Can be found in Program Files> Microsoft Office > Office 10 > Sample which was installed with your Access database].
19. Survey the tables, queries, forms, and reports keeping in mind the vocabulary you studied.
20. Answer the following questions based on your survey of NorthWind
  - a. What does the switchboard in NorthWind let you do?
  - b. Explain the difference between a table and a form.
  - c. What fields are relationally connected in this database?
  - d. How can you change the name of a field, the type of data in a field, and the order in which the field appears?
  - e. What is the best means of entering data – a table or a form – and why?
21. Email your answers to your instructor.

### Activity Rubric:

Quality Feature: Database Basics	Value	Score
Uses own words in explanation	10	
Provides a clear explanation of each answer	10	
Includes examples where appropriate	10	
Evidence of proofreading – no errors	10	
Submits in a timely manner	10	
<b>Total</b>	<b>50</b>	

### Activity 5.1.3: Database Explanation

#### Activity Purpose:

You explain how best to enter data into a database.

#### Activity Overview:

Databases let you enter information in a number of ways. In this activity, you explain which one you believe is the best method.

#### Activity Instructions:

22. Post the answer to question “e” from Activity 5.1.2 to the discussion board.
23. Respond to two other answers.

#### Activity Rubric:

<b>Quality Feature: Posted Explanation</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	3	
Provides a clear explanation of ideas	3	
Includes examples where appropriate	3	
Evidence of proofreading – no errors	3	
Submits in a timely manner	3	
<b>Total</b>	<b>15</b>	
<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoids negativism	2	
Responds in a way that extends knowledge	2	
Adds to the depth of discussion	2	
Evidence of proofreading – no errors	2	
Submits in a timely manner	2	
<b>Total</b>	<b>10</b>	

## Unit 5 Lesson 2: Database Creation

### Lesson Purpose:

You learn how to create a database.

### Lesson Objectives:

- Create a relational database

### Lesson Content:

Databases are used to manage information. Knowing how to create a database that meets this need is a skill you can use in every aspect of your life.

Review database tools by reading your text or use Internet resources like:

<http://www.cwnresearch.com/resources/databases/access/tutorials/access2000/GettingStarted/GettingStarted.html>

<http://databases.about.com/library/weekly/aa122400a.htm>

Note: Unlike most programs you use that let you create a file and then choose a location in which to save it, databases are quite different. As soon as you open a new database, you are asked where you want to save it and the name you want to use. Pay close attention to the location you choose. It is easy to “lose” a database if you do not make this selection carefully.

Note: You may create your database information using design view or a wizard.

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Music Database (50 points)

Posted Answer (10 points)

Posted Responses (5 points)

Modified Response (10 points)

Possible Points: 100

## Activity 5.2.1: Database Creation Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary used in the creation of databases.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to database creation.
  - Design View
  - Datasheet View
  - Primary Key
  - Field
  - Field name
  - Type of data
    - Text field
    - Number field
    - Date/time field
    - Currency field
    - Memo field
  - Field Size
  - Field Format
  - Relational links
    - One to Many Relationships

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 5.2.2: Database Creation

### Activity Purpose:

You create your own database.

### Activity Overview:

Databases are easy to create if you have thought out in advance how you want to manage your information.

### Activity Instructions:

24. Open a new blank database. Save it as “music collection.”
25. Create a table with a primary key field for type of music. Enter at least four types.
26. Create a table with a primary key field for artists. Enter at least four artists.
27. Create a table with fields for CD information. Make the primary key “album name” Include other fields that let you enter the date of production, the production company, the name of the artist, the type of music, and the price. Other fields can also be included such as the music tracks.
28. Link relationally the type of music and the artists’ names to the CD information table.
29. Create a single form that lets you enter the information required for the CD information. Notice that you must use one of the four music types and artist names that you had previously entered. See if you can figure out how to use the combo box option to have the list appear as a drop down box.
30. Complete the information for these fields using your own collection or information from the Internet. Enter at least ten albums.
31. Place your work in the drop box. [You will have to exit the database before copying the file.]

### Activity Rubric:

Quality Feature: Database Creation	Value	Score
Correctly completes music table	10	
Correctly completes artist table	10	
Correctly completes CD Information table	10	
Correctly links tables	10	
Accurately adds information	10	
<b>Total</b>	<b>50</b>	

### Activity 5.2.3: Database Creation Posting

**Activity Purpose:**

You exchange information about the creation of a database.

**Activity Overview:**

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this one lets you fill in gaps in your knowledge and to share what you learn.

**Activity Instructions:**

32. Why is it important to be able to connect fields using relations? You might need to do some research to arrive at a reasonable answer.
33. Post this answer to the discussion board
34. Respond to two other answers.
35. After you read the other statements and responses, modify your own response based on what you learned from others.
36. Place the modified response in the drop box.

**Activity Rubric:**

<b>Quality Feature: Posted Explanation</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	2	
Provides a clear explanation of ideas	2	
Includes examples where appropriate	2	
Evidence of proofreading – no errors	2	
Submits in a timely manner	2	
<b>Total</b>	<b>10</b>	
<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoids negativism	1	
Responds in a way that extends knowledge	1	
Adds to the depth of discussion	1	
Evidence of proofreading – no errors	1	
Submits in a timely manner	1	
<b>Total</b>	<b>5</b>	
<b>Quality Feature: Modified Response</b>	<b>Value</b>	<b>Score</b>
Indicates acquisition of new knowledge	5	
Modifies answer appropriately without plagiarizing	5	
Includes examples where appropriate	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>10</b>	

## Unit 5 Lesson 3: Data Management Procedures

### Lesson Purpose:

You learn how to use a database to manage information.

### Lesson Objectives:

- Create a query
- Create a report
- Export database information

### Lesson Content:

Once you create a database and enter information, the real “work” of the database becomes easy to do. Reports and queries let you select just the information you want.

You may use design view or a wizard.

Review database management tools by reading your text or using Internet resources like

<http://www.computersoftomorrow.com/MSaccess.asp?menu=Access>

<http://databases.about.com/library/weekly/aa103000a.htm>

<http://databases.about.com/library/weekly/aa120300c.htm>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (5 points)

Music Report/Query/Cost (75 points)

Posted Music Cost (10 points)

Responses to Postings (10 points)

Possible Points: 100

## Activity 5.3.1: Database Usage Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary used in the creation of databases.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to database usage.
  - Search
  - Retrieve
  - Export
  - Import

### Activity Rubric:

<b>Quality Feature: Vocabulary</b>	<b>Value</b>	<b>Score</b>
Completes activity on time	1	
Uses own words to explain term	1	
Demonstrates clear understanding of concept	1	
Uses examples to clarify idea	1	
Proofreads – error free	1	
<b>Total</b>	<b>5</b>	

## Activity 5.3.2: Database Management

### Activity Purpose:

You manage data from your own database.

### Activity Overview:

Once you gather information, the management of data becomes the important goal.

### Activity Instructions:

37. Using your music collection, create a query that lists all the music found under one type of music. Export this list as an Excel document (XLS) and save it as “music query.”
38. Place the query in the drop box.
39. Create a report based on this query and the album list. Include in this order, the type of music, the name of the album, and the one additional piece of information such as a track or publisher.
40. Export this list as an Excel document and save it as “music report.”
41. Place the report in the drop box.
42. Create another query that lists the name of the album, the cost, and the date of production. Sort the information by the date of production.
43. Export the query to Excel as Music Cost and add a final cell that totals the cost of all albums.
44. Post this to the discussion board.

### Activity Rubric:

<b>Quality Feature: Database Management</b>	<b>Value</b>	<b>Score</b>
Correctly exports music query	25	
Correctly exports music report	25	
Correctly exports music cost	25	
Correctly exports music cost	10	
<b>Total</b>	<b>85</b>	

### Activity 5.3.3: Database Management Posting

#### Activity Purpose:

You observe other databases and draw conclusions.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this one let you fill in gaps in your knowledge and share what you learn.

#### Activity Instructions:

45. Observe the other postings and see if you can tell who their favorite artists are and what type of music they like. Submit your guesses.
46. Respond to those who guess about your favorites.
47. Now that your database is complete, experiment with designing an opening switchboard as a splash screen.

#### Activity Rubric:

<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoids negativism	1	
Responds in a way that extends knowledge	1	
Adds to the depth of discussion	1	
Evidence of proofreading – no errors	1	
Submits in a timely manner	1	
<b>Total</b>	<b>5</b>	

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## **Unit 6**

### **Presentation Software**

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#### **What the Unit Is About**

Presentation software lets you create a slide show you can use as part of live a presentation or in a kiosk environment, where it runs continuously. This unit shows you how to create a presentation that is professional as well as attractive.

#### **Unit Objectives:**

- Learn how to use presentation technology
- Learn the rules that apply to presentations
- Learn how to make a presentation easier to use.

#### **Connecting with Unit 5**

If a database lets you manage information, a slide show lets you display it in a way that makes it easy for your audience to understand.

#### **What's In It For You?**

Presentations are expected from everyone—even children in elementary school. Your goal is being able to easily create one that is professional.

#### **Time Commitment:**

Plan to commit approximately eight weeks to completing this unit. Consult the course calendar for assignment due dates. Businesses want employees who meet deadlines with work products that are professional in both content and appearance. Submitting professional assignments on time helps you build these skills.

#### **Unit Overview:**

Presentation technology has become an accepted means of providing information to both individuals and groups. Being able to create presentations easily and quickly is a skill that requires some practice. Too often novice users spend hours trying to create a presentation that will last only minutes. In this unit, you use the tools available to you so your presentations are both useful and easy to produce.

## Assignment Checklist

Complete the following items to satisfy the requirements for this lesson

- Vocabulary
- Slide Show
- Posted Show
- Posted Responses
- Vocabulary
- Presentation
- Posted Responses
- Vocabulary
- Telecommunications Presentation
- Evaluation
- Posted Personal Evaluation
- Posted Response
- Capstone Project

### Evaluation:

To satisfy the requirements for this unit, complete each of the lessons, which are worth 100 points each. The average of these lessons determines your grade for the unit. There is no end of unit test; however, there is an end of course capstone. The capstone requires you to demonstrate all the skills you learned in this course.

## Unit 6 Lesson 1: Presentation Technology

### Lesson Purpose:

You have the opportunity to learn how to use presentation technology.

### Lesson Objectives:

Create a slide show

### Lesson Content:

Regardless of the brand of presentation software you use, you will find similar tools available to you.

Review presentation tools by reading your text, searching your software “help” menu, or using Internet resources like these:

<http://edtech.sandi.net/emmie/powerpt/>

<http://www.bcschools.net/staff/PowerPointHelp.htm>

<http://www.davis.k12.ut.us/etc/cathy/sldshw.htm>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Slide Show (50 points)

Posted show (10 points)

Posted responses (15 points)

Possible Points: 100

## Activity 6.1.1: Presentation Technology Vocabulary

### Activity Purpose:

You have the opportunity to develop an understanding of the vocabulary used in the creation of presentations.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to presentation technology.
  - Slide
  - Slide Show
  - Slider Sorter View
  - Template
  - Wizard

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 6.1.2: Slide Show

### Activity Purpose:

You create a persuasive slide show.

### Activity Overview:

Slide shows are excellent ways to present a body of information to a large or small group.

### Activity Instructions:

48. Create a five-slide presentation using a wizard.
49. Choose a topic you feel strongly about; make the slide show persuasive. Focus on your content rather than the visual components.
50. Post your show for the class to see.

### Activity Rubric:

Quality Feature: Slide Show	Value	Score
Contains five slides	10	
Content persuasive	10	
Complete Ideas	10	
Appropriate Details	10	
Proofread (error free)	10	
<b>Total</b>	<b>50</b>	

### Activity 6.1.3: Persuasive Slide Show Posting

#### Activity Purpose:

You observe other persuasive slide shows.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this one let you fill in gaps in your knowledge and share what you learned.

#### Activity Instructions:

Comment on the persuasiveness of at least two other slide shows.

#### Activity Rubric:

Quality Feature: Posted Response	Value	Score
Avoids negativism	5	
Responds in a way that extends knowledge	5	
Adds to the depth of discussion	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>15</b>	

## Unit 6 Lesson 2: Presentation Guidelines

### Lesson Purpose:

You learn what rules apply to the creation of presentations.

### Lesson Objectives:

Create a slide show using design guidelines

### Lesson Content:

Presentation technology has rules similar to those found in desktop publishing, which are designed to improve the quality of your presentation.

Review presentation guidelines by reading your text, searching your software “help” menu, or using Internet resources like <http://www.microsoft.com/office/using/column08.asp>

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (25 points)

Presentation (50 points)

Posted responses (25 points)

Possible Points: 100

## Activity 6.2.1: Presentation Guidelines Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary used in the guidelines of presentations.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to presentation guidelines.
  - Color Scheme
  - Animation Scheme
  - Slide Transition
  - Build Effect
  - Animation

### Activity Rubric:

Quality Feature: Vocabulary	Value	Score
Completes activity on time	5	
Uses own words to explain term	5	
Demonstrates clear understanding of concept	5	
Uses examples to clarify idea	5	
Proofreads – error free	5	
<b>Total</b>	<b>25</b>	

## Activity 6.2.2: Animated Slide Show

### Activity Purpose:

You create a slide show using color schemes, animations, and transitions.

### Activity Overview:

Slide shows provide a number of ways to enhance your message. Special colors and effects is one of the most commonly used means of keeping your audience's attention.

### Activity Instructions:

51. Create a slide show that demonstrates how to use email effectively.
52. Do not use a wizard, but instead create your presentation using color schemes provided by your software. Include slide transitions and animation. Keep in mind the rules of good design.
53. Include information on various email functions like folders and filters. Also, include rules of netiquette.
54. Post your slide show.

### Activity Rubric:

Quality Feature: Animated Slide Show	Value	Score
Content individually created	10	
Content enhanced using special effects	10	
Complete Ideas	10	
Appropriate Details	10	
Proofreads (error free)	10	
<b>Total</b>	<b>50</b>	

### Activity 6.2.3: Animated Slide Show Posting

#### Activity Purpose:

You observe other animated slide shows.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Postings like this let you fill in gaps in your knowledge and share what you have learned.

#### Activity Instructions:

Comment on at least two other presentations indicating elements of good design that you see. Evaluate the effectiveness of the special effects.

#### Activity Rubric:

Quality Feature: Posted Response	Value	Score
Avoids negativism	5	
Responds in a way that extends knowledge	5	
Adds to the depth of discussion	5	
Evidence of proofreading – no errors	5	
Submits in a timely manner	5	
<b>Total</b>	<b>15</b>	

## Unit 6 Lesson 3: Presentation Enhancements

### Lesson Purpose:

You learn how to use presentation enhancements.

### Lesson Objectives:

Create a slide show using enhancements like PackNGo.

### Lesson Content:

People frequently use presentations that “run themselves.” It’s easy to set this up if you learn to rehearse timings rather than setting the same time for each slide.

In addition, once your presentation is complete, you often have to transfer it to another computer either on media like a CD or over the Internet. PackNGo is a way to make this simpler because the applet compresses your file.

Learn how to rehearse timings and then pack up your presentation for ease of transport by reading your text, searching your software “help” menu, or using Internet resources like

<http://www.carsoncity.k12.mi.us/~avandewarker/packngo.htm>

<http://www.iusd.k12.ca.us/ra/nhd/packngo.htm>

[http://www.actden.com/pp/unit7/7\\_2.htm](http://www.actden.com/pp/unit7/7_2.htm)

<http://masterview.ikonosnewmedia.com/issue4/runlooppresentation.htm>

[http://www.coe.uncc.edu/mosaic/mosaic\\_help/xp\\_help/mspowerpoint\\_xp/faq.htm](http://www.coe.uncc.edu/mosaic/mosaic_help/xp_help/mspowerpoint_xp/faq.htm)

### Assignment Checklist:

Complete the following items to satisfy the requirements for this lesson:

Vocabulary (5 points)

Telecommunications Presentation (50 points)

Evaluation (25 points)

Posted personal evaluation (15 points)

Posted response (5 points)

Possible Points: 100

## Activity 6.3.1: Presentation Enhancement Vocabulary

### Activity Purpose:

You develop an understanding of the vocabulary used in creating effective presentations.

### Activity Overview:

Understanding vocabulary and terminology is the first step in developing knowledge in any field. Learning about the terms below gives you an excellent beginning.

### Activity Instructions:

1. Using the Vocabulary Rubric as a guide, record the following terms in your vocabulary journal and explain what each is and how it relates to presentation shortcuts.
  - Rehearse timing
  - PackNGo

### Activity Rubric:

<b>Quality Feature: Vocabulary</b>	<b>Value</b>	<b>Score</b>
Completes activity on time	1	
Uses own words to explain term	1	
Demonstrates clear understanding of concept	1	
Uses examples to clarify idea	1	
Proofreads – error free	1	
<b>Total</b>	<b>5</b>	

## Activity 6.3.2: Telecommunications Presentation

### Activity Purpose:

You create a slide show to present to a live audience.

### Activity Overview:

Slide shows are excellent ways to present a body of information to a large or small group. Special colors and effects can enhance your message.

### Activity Instructions:

55. Using [www.weobopedia.com](http://www.weobopedia.com), create a presentation that explains at least five components of telecommunications.
56. Include information about methods, cost, convenience, and availability. Keep in mind all the options available to you, as well as the rules of good design.
57. Set timings for the show to function independently.
58. Convert your presentation using PackNGo.
59. Place it in the drop box

### Activity Rubric:

Quality Feature: Telecommunications Presentation	Value	Score
Slide Show	10	
Content explains fully all topics to be addressed	10	
Design – show functions independently	10	
Proofread – error free	10	
PackNGo	10	
<b>Total</b>	<b>50</b>	

### Activity 6.3.3: Slide Show Presentation

#### Activity Purpose:

You present your slide show to a live audience.

#### Activity Overview:

The ability to explain your ideas and learn from others is an important business and life skill. Presenting a slide show to a “live” audience is a good way to learn these skills.

#### Activity Instructions:

60. Present your slide show to a class, an interested adult, or your mentor.
61. Have your audience complete the presentation evaluation and mail it to your instructor.

#### Activity Rubric:

<b>Quality Feature: Audience Evaluation</b>	<b>Value</b>	<b>Score</b>
Slide show easy to follow	5	
Design elements like color added to message	5	
Information complete	5	
Evidence of proofreading – no errors	5	
Presenter well prepared	5	
<b>Total</b>	<b>25</b>	

## Activity 6.3.4: Slide Show Response

### Activity Purpose:

You evaluate your slide shows and others.

### Activity Overview:

The ability to explain your ideas and to learn from others is an important business and life skill. Postings like this let you fill in gaps in your knowledge and share what you have learned.

### Activity Instructions:

62. Ask yourself what would you do differently and what went particularly well.
63. Post your own evaluation of your experience to share with others in class.
64. Respond to at least two other postings.

### Activity Rubric:

<b>Quality Feature: Posted Explanation</b>	<b>Value</b>	<b>Score</b>
Uses own words to explain concept	3	
Provides a clear explanation of ideas	3	
Includes examples where appropriate	3	
Evidence of proofreading – no errors	3	
Submits in a timely manner	3	
<b>Total</b>	<b>15</b>	
<b>Quality Feature: Posted Response</b>	<b>Value</b>	<b>Score</b>
Avoids negativism	1	
Responds in a way that extends knowledge	1	
Adds to the depth of discussion	1	
Evidence of proofreading – no errors	1	
Submits in a timely manner	1	
<b>Total</b>	<b>5</b>	

## **Unit 6 Lesson 4: Capstone**

### **Lesson Purpose:**

You demonstrate mastery of BCIS tools.

### **Lesson Objectives:**

This lesson gives you the opportunity to create a capstone project.

### **Lesson Content:**

The ability to pull together into a single project all the skills you developed is the most effective means of demonstrating your technology skills. This lesson provides you with the opportunity to accomplish this task.

### **Assignment Checklist:**

To satisfy the requirements for this lesson complete  
Capstone Project (100 points)

Possible Points: 100

## Activity 6.4.1: Capstone Project

### Activity Purpose:

You create a slide show to present to a live audience.

### Activity Overview:

Operating systems are the means of running a computer. More than one operating system is available to users of personal computers. The first Microsoft systems used DOS and then moved onto Windows. There are also Macintosh and Linux systems in use. Your task in this activity is to compare the Windows, Macintosh, and Linux operating systems.

### Activity Instructions:

65. Search the Internet for information on the Linux, Macintosh, and Windows operating systems.
66. In a spreadsheet, list the functions, features, environments, and utilities available for each. Include at least one other field that seems important to you.
67. Record the source of all materials researched and used.
68. Create one or more charts that visually present your information.
69. Create a multimedia presentation that demonstrates the information you found. Include the chart you created.
70. Create a desktop published handout to accompany your presentation.
71. Present your slide show to the person assigned by your instructor.
72. Post your slide show on your personal web page if possible.

### Activity Rubric:

Quality Feature: Capstone Project	Value	Score
Project demonstrates adequate research	10	
Spreadsheet fully developed	10	
Chart effectively conveys information	10	
Slide Show explains fully all topics to be addressed	10	
Design enhances content	10	
Handout adds to the presentation	10	
Handout demonstrates good desktop publishing skills	10	
Slide show effectively presented	10	
All material proofread – error free	10	
Project completed in a timely manner	10	
<b>Total</b>	<b>100</b>	

