

## **EBUS 5030-7030 Word Processing Applications CTL Components**

### **Problem-based Learning**

Performance-based production tests are designed to evaluate the advanced performances that students must demonstrate as evidence that they have mastered critical learning outcomes. The intent is to have these assessments serve as an integral part of learning and to enhance the development of autonomous and self-directed learners. Similarly, the performance-based production tests are designed to send the message that inequality is not an option for student work, and to give students challenging and meaningful tasks that require them to use knowledge and demonstrate skills in productive and thoughtful ways. Performance-based production tests require students to demonstrate, while using the application software, mastery of the knowledge and skill areas presented in a previous projects, under specified time limits.

### **Project-based Learning**

Students either develop or revise an existing resume and cover letter as a project for the course. Resumes and cover letters must include concepts and suggestions made during presentations about developing and preparing professional resumes and cover letters. Resumes must include factual information about the learner's job qualifications. Students gather information (i.e., qualifications) about a job in which they are interested in applying and use the information to write an effective cover letter to accompany their resumes.

### **Authentic Assessment**

The rubric is one authentic assessment tool which is designed to simulate real life activity where students are engaged in solving real-life problems. It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process. Students are involved in the assessment process through both peer and self-assessment. Rubrics can be created in a variety of forms and levels of complexity, however, they all contain common features which: a) focus on measuring a stated objective (performance, behavior, or quantity), b) use a range to rate performance, and c) contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met or mastered. Rubrics are used to assess each of the five performance-based production tests.

### **Collaborative or Cooperative Learning**

Students form two-person teaching teams who will select a word processing application of interest and develop a one page lesson plan for teaching the selected application to selected learner-types. Each two-person team uses the lesson plan developed to teach the selected word processing application through a 30 minute demonstration (with approximately 3 minutes set-up time for each team).

**EBUS 5030-7030 Word Processing Applications**

4:30 p.m. - 7:15 p.m. Monday

River's Crossing, Room 143

Dr. M. N. Womble, Associate Professor

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Office Hours Available for Student Visits

: 11:00 a.m. -2:00 p.m. Monday and 11:00 a.m.-1:00 p.m. Wednesday

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**SYLLABUS**

**Course Description**

Word processing with popular software packages. Focus is on advanced features of word processing packages, including merging, sorting, mathematical functions, and desktop publishing and instructional approaches for teaching word processing in Occupational Studies (*1999-2000 Undergraduate Bulletin page 378 and 1999-2000 Graduate Bulletin page 302*). Prerequisite: Permission of department. 3 hours

**Overview**

Students are provided an opportunity to develop skill in use of applications common to most word processing software programs, including integration of Internet resources. An effort is made to place equal importance on concepts and applications. Concepts are the most enduring as the technology continually undergoes improvement and change, thereby changing the dynamics of interaction. Students are encouraged to become "navigational" users who understand the concepts, and are able to transfer skills and knowledge acquired to teaching any of the predominant word processing software packages. Concepts are reinforced and applied through demonstrations and hands-on experiences. All work is completed using MS Word 2000, Windows 98 platform.

**Required Text and Materials**

Zimmerman, S. S., Zimmerman, B. B., & Shaffer, A. (1999). *New Perspectives Series (Introductory): Microsoft Word 2000*, One Main Street, Cambridge, Massachusetts: Course Technology. A medium for storage of graphic images and other student work (e.g., zip disk, 3.5 inch high density floppy diskettes) will be needed.

**Objectives**

Upon successful completion of this course students should be able to:

1. Create, edit, and manage standard full-page and multi-page documents such as business letters, reports, and tables.
2. Use the Internet, graphics, and desktop publishing features of word processing to enhance the readability and visual display of documents such as resumes, term papers, form letters, and newsletters.
3. Use automated numbering, headers and footers, and reference notes to enhance the style and appearance of documents.
4. Use the database and math features of word processing to manipulate, maintain and manage records.
5. Demonstrate satisfactory skill and knowledge in use of word processing through performance-based assessment.
6. Apply knowledge about word processing to real-world situations through creative interpretation of unique case studies (*graduate objective*).
5. Develop, revise, and key a written presentation of job qualifications (resume).
6. Appreciate word processing as a useful tool in the classroom and other workplaces.
7. Identify and demonstrate instructional approaches commonly used for teaching word processing.

**Obtaining Materials and Information: WebCT site**

Each student will be assigned a user name and password access to the WebCT site for this course. To remain current with class activities, each student is expected to access this site on a regular basis, from whatever location is available (home, office, lab). Messages, information or materials for assignments, links to Internet sites for use in assignments, and other important information/materials will be available from this site. Since this class meets only once a week, visiting this site several times during the week for updates is advised. Students are encouraged to use the WP8.0 Test Chat Room when preparing for teaching demonstrations (*see Teaching Demonstrations, page 3*). *EBUS 5030-7030 Word Processing Applications*

## ASSESSMENTS

### Rubrics for Assessment

The rubric is one authentic assessment tool which is designed to simulate real life activity where students are engaged in solving real-life problems. It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process. Students are involved in the assessment process through both peer and self-assessment. Rubrics can be created in a variety of forms and levels of complexity, however, they all contain common features which: a) focus on measuring a stated objective (performance, behavior, or quantity), b) use a range to rate performance, and c) contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met or mastered. There will be four graded assignments for graduate students in this class: word processing applications (*Cases and Places*), performance-based production tests, resume and cover letter, and a teaching demonstration. Undergraduates in this class will complete each assignment except the *Cases and Places*. Rubrics will be used to assess each of the five performance-based production tests. The rubric for the Project 1 is currently available on the web site and the others will be made available on the web site on or before September 7, 2000.

### Assessment 1: Word Processing Applications

The textbook contains five projects. The following process will be observed in completion of each project in an effort to achieve an appropriate mix of theory-based and performance-based learning:

- 1)1 facilitator will demonstrate the knowledge and skill areas presented in the project
- 1)2 students will complete the project using the step-by-step instructions in the tutorial-based textbook
- 1)3 students will include a document code on the lower left corner of each page in the project (a document code would include your name and the name given to the work as stored on your diskette: dc: mwomble/New Guinea Tour)
- 1)4 students will print and assemble the completed project with a cover page as shown in the box on below
- 1)5 students will arrange all work in the order presented in the textbook
- 1)6 students and the facilitator will collaborate to examine the completed project and identify knowledge and skill areas where mastery has not been attained
- 1)7 for reinforcement, students will complete an *In the Lab* assignment (similar to the project) as the facilitator observes and provides hands-on assistance with knowledge and skill problem areas identified
- 1)8 graduate students are required to complete and submit (for facilitator evaluation) an assigned *Cases and Places* application at the end of each project (this assessment applies to graduate students only)
- 1)9 students will take a performance-based production test based on the knowledge and skill areas presented in the project.

#### Example Cover Page

<p>EBUS 5030-7030 Word Processing Applications 2000 - Fall Semester Completed by: <i>Your Name</i> Due Date: Monday, September 11, 2000 Submitted: Project 1 Creating and Editing a WordPerfect Document: New Guinea Tour</p>
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### Assessment 2: Performance-Based Production Tests

Performance-based production tests are designed to evaluate the advanced performances that students must demonstrate as evidence that they have mastered critical learning outcomes. The intent is to have these assessments serve as an integral part of learning and to enhance the development of autonomous and self-directed learners. Similarly, the performance-based production tests are designed to send the message that inequality is not an option for student work, and to give students challenging and meaningful tasks that require them to use knowledge and demonstrate skills in productive and thoughtful ways. Performance-based production tests will require students to demonstrate, while using the application software, mastery of the knowledge and skill areas presented in the project, under specified time limits. Performance-based production tests must be completed on the day and at the time scheduled. No makeup tests will be given.

### Assessment 3: Resume and Cover Letter

A resume is a written representation of your job qualifications, education, experience, interests, abilities, honors, job objectives. But is often the *first* impression you make on a possible employer. For this reason, it is an important document that will speak for you in your pursuit of a teaching career. Even if you already have a resume, chances are you have not updated it as regularly as you should, or perhaps there are ways to reorganize it to better represent you.

Students will either develop or revise an existing resume and cover letter as a project for the course. Resumes and cover letters will include concepts and suggestions made during presentations about developing and preparing professional resumes and cover letters. Resumes must include factual information about the learner's job qualifications. Students will gather information (i.e., qualifications) about a job in which they are interested in applying and use the information to write an effective cover letter to accompany their resumes. Mr. Kenneth Hanson, Student Services, will make a presentation on resume and cover letter development on Monday, September 21, 2000.

Keyed first drafts of resumes and cover letters are due on Monday, October 5, 2000. The first drafts will be reviewed, edited, and returned to students on or before Monday, November 2, 2000. The final drafts of the resumes and cover letters must be keyed, formatted, and printed using Corel WordPerfect 8 (PerfectExpert) Windows 95 Platform. Final resumes must also include some desktop publishing features (e.g., special characters, size and appearance attributes, fonts, typefaces) and be keyed using a serif font (e.g., Times, Arrus BT). Final drafts of resumes and cover letters must be printed on quality resume paper using a laser or postscript quality printer, and accompanied by a matching addressed envelope. Final drafts of the resumes and cover letters (with addressed envelopes) are due on Monday, December 7, 2000.

### Assessment 4: Teaching Demonstration

Students will form two-person teaching teams who will select a word processing application of interest and develop a one page lesson plan for teaching the selected application to selected learner-types. Each two-person team will use the lesson plan developed to teach the selected word processing application through a 30 minute demonstration (with approximately 3 minutes set-up time for each team). This assessment will take place during the last two class sessions, November 30 and December 7, 2000. The lesson plan format to be used is available on the web site and will be reviewed thoroughly in class. Students are encouraged to submit their lesson plans to the facilitator for review prior to use.

#### EVALUATION B GRADUATE STUDENTS

Case Study Assignments	15 percent
Performance-Based Production Tests 1-5	50 percent
Resume & Cover Letter	10 percent
Teaching Demonstration	25 percent

#### EVALUATION B UNDERGRADUATES

Performance-Based Production Tests 1-5	50 percent
Resume & Cover Letter	25 percent
Teaching Demonstration	25 percent

#### CLASS ATTENDANCE

"Students are expected to attend classes regularly. A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor" (*Undergraduate Bulletin, 2000-2000, page 40*). More than two (2) absences during the semester is considered excessive.

### CLASSROOM PROCEDURES

1. Working on application assignments or printing assignments during the professor=s demonstrations is not permitted.
2. Peer assistance is permitted; however, do not rely totally on your peers.
3. Due to the nature of some assignments, you may not be able to complete all work during the regular class periods on Monday. Therefore, you will need to spend extra time in the lab, at home, or in the library in order to meet the deadlines. Lab hours are posted outside the classroom door.
4. No **INCOMPLETES** will be given.
5. Please observe the attached *Tentative Schedule of Weekly Activities* for this course. If changes are necessary, they will be announced in class or posted to the bulletin board on the WebCT site.
6. Do not hesitate to ask questions. Remember, the facilitator is here to help in any way possible. If you have any questions outside of class hours, you may call, send e-mail, post messages to the WebCT bulletin board, or come by the facilitator=s office during office hours. E-mail contact and appointments in advance are preferred.