I.   COURSE DESCRIPTION:

A.   Department Information:
Division: Business & Information Technology
Department: Computer Information Technology
Course ID: CIT 020
Course Title: Word Processing: Microsoft Word
Units: 3
Lecture: 3 hours
Laboratory: None
Prerequisite: None
Departmental Advisory: CIT 010 or CIT 009

B.   Catalog Description:
The production of professional quality documents using Microsoft Word software including the use and design of macros, and special features such as merging, preparing labels, and making columns and tables. (Formerly OIS 173)

Schedule Description:
The production of professional quality documents using Microsoft Word software including special features such as merging, sorting, and graphics. (Formerly OIS 173)

II.   NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III.   EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, the student should be able to:
A.   construct and edit simple office documents, such as memoranda and letters, using all of the basic functions
B.   use the Writing Tools —Spell Check, AutoCorrect, Thesaurus, and Grammar Check
C.   identify different printer settings and recognize the proper procedure to produce visually appealing printed documents.
D.   create dropped capitals letters and format with other special features such as Autotext and nonbreaking spaces.
E.   set up and manipulate tabs, margins, and alignment of text.
F.   produce enhanced and customized documents such as merged letters and envelopes.
G.   prepare multiple page documents using headers, footers, footnotes and endnotes.
H.   find and replace features.
I.   enhance the visual display of documents with graphics elements such as pictures, borders, and objects.
J.   set text in columns or in a table format to improve the readability of the document.

IV.   CONTENT:

A.   Creating, saving, and printing word documents
B.   Editing a document
C.   Formatting characters
D.   Formatting paragraphs
E.   Managing documents
F.   Changing fonts
G.   Using writing tools
H.   Formatting with special features
I.   Manipulating Tabs
J.   Printing
K.   Merging Documents
L.   Preparing multiple page documents

	M.	Creating headers, footers, footnotes, and endnotes
	N.	Manipulating text within and between documents
	O.	Conducting a find and replace
	P.	Creating and formatting tables
	Q.	Adding borders, frames, and pictures
	R.	Formatting text into columns
	S.	Using WordArt and Microsoft Draw

V. METHODS OF INSTRUCTION:
- A. Lecture
- B. Demonstration
- C. Directed discussion and discovery
- D. Data-Show computer display
- E. One-on-One instruction
- F. Simulation exercises

VI. TYPICAL ASSIGNMENTS:
- A. Open assignment. This document overuses the words *producing* and *produce*, as well as *newsletters* and *designing*. Use the Thesaurus to make changes to some of the occurrences of *producing*, *produce*, and *designing*. Also, rewrite some of the sentences to reduce the number of times *newsletters* appears in the document. Save and print the document.
- B. At a clear document screen, key the document. Insert the bullets before the paragraphs of text. Select the title, PLANNING THE PUBLICATION, then turn on bold. Select the first sentence of each bulleted item, then turn on bold. Change the alignment to justified for all paragraphs in the document except the title. Save and print the document.
- C. Assume you work for Video Express, a video rental store. You have been asked to design a letterhead for the store. When designing the letterhead, include the ClipArt picture *Movie* and a border along with the following information:
  Video Express
  3340 Walden Circle
  Memphis, TN 74533
  (615) 555-9005
  Save and print the letterhead

VII. EVALUATION:
- A. Methods of Evaluation
  1. Subjective evaluation of student writing. Students are evaluated on their ability to apply course concepts to what they read or experience.
     a. Typical concept questions:
        1. Which dialog box (and tab) do you use to scale a picture?
        2. Times New Roman is an example of a sans serif font. (T or F)
        3. When the Envelopes and Labels dialog box is opened in a document containing a name and address, that data is automatically inserted on the envelope. (T or F)
     b. Typical operational test:
        At a clear document screen, create the table shown. The width of the first column is 2.6 inches and the width of the second and third columns is 1.7 inches. Include the lines, shading, and alignment shown in the example. Use 14-point Arial. Insert a picture of your choice in the upper-left corner of the table.
  2. Writing Assignments
     a. Typical writing assignment:
        Prepare a summary of an up-to-date article (no older than six months) related to this class. The keyed summary should be at least one page in length and be attached to a copy of the article. The last paragraph of the summary should be a

personal statement from you describing the impact or importance of the article. Please check your grammar and spelling.

3. Practice Exercises
   a. Typical practice exercise:
      Key the memo shown. Save the memo. With the memo still on the screen, open next memo. With this memo as the active document, copy the first three books listed in the memo. Make this memo the active document. Position the insertion point a double space below the first paragraph, then click the Paste button on the toolbar. Save the memo again with the same name. Print and close.
4. Performance and Skill Assessments
   a. Typical performance assessment:
      After reading the above newsletter, compose a two-column table set up like the example. Insert in the table a list of the desktop publishing features discussed in the newsletter and incorporate the Word equivalent feature beside it.
B. Frequency of Evaluation
   1. Minimum of three (3) objective tests
   2. Minimum of three (3) operational tests
   3. Minimum of five (5) practice exercises a chapter (at least 5 exercises a week)
   4. Minimum of one (1) performance or skill assessment a chapter.
   5. Minimum of one (1) written project
   6. One final examination

VIII. TYPICAL TEXTS:
Hinkle, Deborah. Word 2002, Woodland Hills, CA: Glencoe/McGraw-Hill, 2002.
Rutkosky, Nita. Microsoft Word 2002. St. Paul, MN: EMCParadigm, 2002.
Weixel, Suzanne. Learning Microsoft Word 2002, New York, NY: DDC Publishing, 2002.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:
One zip disk