OUTCOME BASED LEARNING MATRIX

Course: CTIM108 – Advanced Word (1 Credit, 15 Hours)
Department: Computer Technology and Information Management

COURSE DESCRIPTION:

This course is a continuation of Intermediate Word for Windows. Covered topics include mail merge, working with columns and tables, recording and running macros, working with wizards, integrating applications, and object linking and embedding.

While completing the table below, remember that the individual outcomes you list in the first columns should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where the teachers can be most creative, it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three; however, may contain more than one item. Using the code at the end of the matrix, indicates the core competencies being strengthened by the outcomes activities and the assessment tools.

COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS

At the end of this course, the student will be able to produce letters, reports, and other documents using the following features of Word word-processing software:
 	
1.   Work collaboratively with documents
	1.
	   a. Use comments (CCT, IG)
	   b. Use track changes (CCT,IG)
	   c. Use compare (CCT, IG)
	   d. Combine documents (CCT, IG)
	   e. Protect documents (CCT, IG)
	   f. Use rules in a merge (CCT, IG)
		1. Quiz/test on terminology and content (CT, WC)
		2. Demonstration to instructor (CCT)
		3. Hands-on application assignments applications completed in class, online, and out of class (CCT)
		4. Hands-on application tests completed in class (CCT)

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2. Automate tasks with templates	2.
	    a. Creating and save templates (CCT, IG)
	       Customize and use templates (CCT, IG)
	    b. Adding and Deleting Rows and Columns (CCT, IG)
	    c. Organize styles (CCT, IG)
		2. Referenced above

3. Customize Word with macros	3.
	    a. Creating and edit macros (CCT, IG)
	    b. Edit macros (CCT, IG)
	    c. Use Macro-Enabled Templates (CCT, IG)
		3. Referenced above

4. Work with forms and master documents	4.
	    a. Insert and customize content control fields (CCT, IG)
	    b. Group content control fields and create form based on a template (CCT, IG)
	    c. Work with a master document and subdocument (CCT, IG)
		4. Referenced above

5.	Customize Word options	5.		Customize general, display, proofing, save, add-in, and trust center options (CCT, IG)	5. Referenced above
			a.	Customize general, display, proofing, save, add-in, and trust center options (CCT, IG)	
			b.	Customize office account information (CCT, IG)	
6.	Use SkyDrive	6			6. Referenced above
			a.	Use SkyDrive Online and in a Windows folder to save, create, edit, and share documents (CCT)	
			b.	Create, save, edit, and share documents using SkyDrive (CCT)	
7.	Integrate Applications	7.			7. Referenced above
			a.	Understanding Linking and Embedding Objects. (CCT)	
			b.	Linking an Excel Worksheet (CCT)	
			c.	Modifying a Linked Object (CCT)	
			d.	Using Paste Special to Embed an Object (CCT)	

*Try to express an outcome as an infinitive phrase that concludes this sentence. **At the end of the course, the students should be able to. . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it probably too general to say, " the student should be able to write effective essays." is probably too specific to say. " The student should

be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence: Just right might read, "The student will write introduction that gathers attention and focus the essay."

** Indicate the Core Competencies that apply to the outcomes activities and assessment tools: critical and creative thinking (CCT); oral communications (OC); quantitative literacy (QL); information literacy (IL); written communication (WC); civic engagement (CE); integrative learning (IG); global learning (GL).