



Syllabus: **CSA 110 Spreadsheets: Microsoft Excel**

Course Information

Course Prefix/Number: CSA110	Credit Hours: 3
Semester: FALL 2018	Course Title: Spreadsheets: Microsoft
Class Days/Times: Tuesday/Thursday 10:30 - 11:45	Room: Main – IWK 24

Instructor Information:

Name: Tim Foster

Phone/Voice Mail: 520-383-0102

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Office location: Ha-Mascamdham Ha-Ki #119

Office hours: TBD - By Appointment

Course Description:

Fundamentals of Microsoft Excel. Includes creating, saving, editing and printing spreadsheets, creating and using ranges, using date and time functions, viewing and editing worksheets, using multiple worksheets, protecting the data and time functions, creating multiple views, using, creating, maintaining, sorting, and finding information in a list, creating, using and enhancing a chart. Also includes creating complex formulas, customizing work area, creating pivot tables, linking files, consolidating data, and recording macros. May be offered in modules.

Course Objectives:

1. Prepare the students for using technology applications in the workplace.
2. Develop basic computer spreadsheet skills and knowledge of how spreadsheets work.
3. To function in the modern workplace.
4. Develop skills with current Microsoft technology.
5. To help develop essential technical skills required in the workforce.

Student Learning Outcomes (SLOs) : (Three to Six)

1. Have a basic understanding and skill set for communicating effectively with others through oral, writing, email, spreadsheets, and documents.
2. Have basic technological skills common for the 21st century workforce.
3. Have a fundamental understanding of Microsoft Office Excel and how to use it.

Course Structure:

This course will consist of Lecture, Discussion, Reading, Lab Activities, and Examination. This is online classes that is 5 weeks long. There are 10 assignments and final exam. The instructor will be

available on campus on Mondays from 8:30 to noon to answer question, provide support and help as needed. In addition the instructor will be available Tuesday through Thursday via e-mail. The instructor will also be available at other scheduled times for chat and phone calls. More details will be available in the syllabus for each class As students you are not required to physically attend class as long as you remain current. A schedule will be provided in the syllabus for each class. Room MB24 will be available for your use should you need. This will be on a first come first serve as space is available throughout the week.

Texts and Materials:

Skills for Success with Microsoft Excel 2016 Comprehensive, 1st Ed. By Kris Townsend, Margo Chaney, and Catherine Hain

Evaluation and Grading & Assignments:

Written assignments are to be free of grammatical and spelling errors. Written assignments must be handed in on the assigned day as a MSWord document double spaced with size 12 font Times New Roman. Attendance/participation 20% Lab Activities 45% Quizzes 20% Final exam 15% Total possible 100% Grading Procedures and Policy 90% and up “A” 80 – 89% “B” 70 -79% “C” 60-69% “D” 59% or less “F”

Himdag Cultural Component:

Respect for each other and the learning process is a requirement for this course. Together we will journey along a path of discovery that will enable students to better communicate with others in the written and oral forms using technology.

Policies and expectations- minimally - minimally Participation and thinking are required!

Attendance is mandatory and consists of 20% of the grade. All students are expected to complete their own work. Students will be required to have read the text and be prepared for discussion.

Late Work will NOT be accepted Missed exams and quizzes must be made up within one week of issuance. Plagiarism will result in a “0” score for that assignment and reported to the Dean. Student behavior will also be conducted per the school’s code of conduct.

ADA statement

Tohono O’odham Community College complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, as amended. In addition, TOCC complies with other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability.

Reasonable accommodations, including materials in an alternative format, will be made for individuals with disabilities when a minimum of five working days advance notice is given. Students needing accommodations are encouraged to contact the Vice President of Student Services, at (520) 383-8401. For additional information, see the TOCC Student Handbook.

Course Outline:

1. Common Features of Office 2016 2. Creating Workbooks with Excel 2016 (Ch. 1) 3. Insert Summary Functions and Create Charts (Ch. 2) 4. Manage Multiple Worksheets (Ch. 3) 5. More Functions and Excel Tables (Ch. 4) 6. Format Cells and Worksheets (Ch. 5) 7. More Functions and Formulas (Ch. 6) 8. Work With Data and Audit Formulas (Ch. 7) 9. Manage and Present Data Visually (Ch. 8) 10. Link and Analyze Data in PivotTables and PivotCharts (Ch. 9) 11. Secure and Share Workbooks (Ch. 10)

Important Dates

First day of Class:	August 20, 2018
Add without instructor's Signature	August 20-24, 2018
Add with Instructor's Signature:	August 27-31, 2018
Labor Day:	Sept 3, 2018 College Closed
Drop/Full Refund Deadline:	Sept 4, 2018
O'dham Tas:	Sept 28, 2018 College Closed
Fall Break:	Oct. 1-5, 2018
St Francis Day:	Oct 4, 2018 College Closed
45 th Day Census	Oct 5. 2018
Withdrawal Deadline:	Nov. 2, 2018
Veterans' Day:	Nov 12, 2018
Thanksgiving:	Nov 22, 23, 2018 College Closed
Last Week of Class/ Final Exams:	Dec 10-14, 2018
Final Grades Due:	Dec 18, 2019
Winter Break:	Dec 24,-2018-Jan1, 2019 College Closed

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Glossary of Terms:

Assessment: the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

Classroom Assessment and Classroom Assessment Techniques (CATS): Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

Evaluation: One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;

The relative strengths and weaknesses of teaching and learning strategies; and,

What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

Formative assessment: ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

Learning outcomes (or learning goals): a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

Objectives: a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

Summative assessment: “the kind obtained at the end of the course or program” (23).

