

OUTCOMES BASED LEARNING MATRIX

Course: CTIM105 – Intermediate Word (1 credit, 15 hours)

Department: Computer Technology and Information Management

Description: This course is a continuation of Beginning Word. Students will learn how to customize paragraphs and pages and to use the advanced proofing capabilities of the software. Other features students will learn include merging documents, styles, templates, specialized tables and indexes, advanced graphic features, and sharing documents. Students increase their efficiency as they develop problem-solving word processing skills for various business applications.

While completing the table below, remember that the individual outcomes you list in the first column 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 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, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
<p>At the conclusions of this course, the student will be able to produce sophisticated documents using the following features of Word word-processing software:</p> <p>1. Templates</p>	<p>1. a. create and customize a template based on a Word sample template b. create and use a template from a blank document (CCT)</p>	<p>1. Quiz/test on terminology and Content (CCT, IL, WC) 2. Demonstrate to instructor (CCT, IL, WC) 3. Hands-on application assignments completed in class and out-of-class (CCT, IL, WC) 4. Hands-on application tests completed in class/online (CCT, IL, WC)</p>

Approved by CTIM Department: September 2015

<p>2. mail merge</p>	<p>2. a. create envelopes and mailing labels (CCT) b. understand types of merges and how to create or select a recipient list (CCT) c. create a merged document (CCT)</p>	<p>Referenced above</p>
<p>3. custom styles</p>	<p>3. a. create and modify a style using the Style gallery and pane (CCT) b. customize a document by managing styles and using a styles template (CCT)</p>	<p>Referenced above</p>
<p>4. building blocks</p>	<p>4. a. use the Building blocks Organizer to create and save information in a document (CCT) b. create AutoText building blocks to save text and objects and insert them into documents (CCT) c. use the Quick Parts gallery to store building blocks and insert them into documents (CCT) d. customize and use document property and Word fields in a document (CCT)</p>	<p>Referenced above</p>
<p>5. advanced tables</p>	<p>5. a. customize table content</p>	<p>Referenced above</p>

6. advanced graphics

- using sorting, formulas, bullets and numbers, tabs and indents, and text direction (CCT)
- b. customize table layouts using table properties, cell margins, split table, nested tables, and repeated header row (CCT)
- c. enhance a table's design with shading, borders, and a table style (CCT)

Referenced above

- 6. a. modify a picture using advanced layout and picture format options (CCT)
- b. create, group, align, and modify a shape in a document (CCT)

Referenced above

7. desktop publishing features

- 7. a. apply desktop publishing Features to a Word document (CCT)
- b. customize an existing theme and create a custom theme (CCT)
- c. insert and customize a built-in text box and create a custom text box (CCT)
- d. insert and customize a SmartArt graphic (CCT)

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| | e. insert and customize a chart (CCT)
f. mark index entries and customize an index page (CCT) | |
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*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 is probably too general to say, "The student should be able to write effective essays." It 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 introductions that gather 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).