

Course Title: Fundamentals of Word Processing – 3 credits

Course Leader: Karen Weil-Yates

Expected Learning Outcomes for Course

- *Edit, modify, and format existing documents*
- *Analyze a workplace scenario and generate the appropriate document using Word tools & utilities*
- *Will be prepared to take the Microsoft Specialist Word Exam*

Assessment

(How do students demonstrate achievement of these outcomes?)

For each chapter students are assigned several projects; each becomes progressively more outcome-based—meaning there are general instructions and not step-by-step instructions. Course emphasis is also on the type of document and its elements (what is a memo and how is it laid out? What does a well-designed flyer look like and what should I do for the reader?). Three exams are given (each on approximately 4 chapters) where the student uses critical thinking skills.

Validation

(What methods are used to validate your assessment?)

The text book maps to the Microsoft Word Expert exam and is published by an industry leader in the information technology field. The more challenging assessments are literally named Outcome-Based! Rubrics are published in the text—allowing the student to see the major concepts that will be assessed. The final exam has been designed and revised by an adjunct and me and in use for several years.

Advisory Committee members approved the assessments and exams for the course.

Results

(What does the data show?)

Student	Exam 1	Exam 2	Exam 3
Student #1	91	50	56
Student #2	34	43	0
Student #3	98	97	87
Student #4	98	88	95
Student #5	32	88	85
Student #6	57	86	88
Student #7	91	89	91
Student #9	91	97	98
Average	74	80	75

Note: one student was a walk-away.

Follow-up

(How have you used the data to improve student learning?)

Feedback from students include requests for a better understanding of the purpose of Styles and Macros. I will consult with the adjunct who teaches the course with me to better develop the concept under the Documents & their Elements and perhaps include a style portion to be added to an exam.

I have added an FAQ section to the Moodle course cartridge, allowing it to carry-over from semester to semester. The Questions and Answers are based directly on emails to me and my responses; since I teach this course on-line it has seemed to help with some common errors and misunderstandings with assignments.

Budget Justification

(What resources are necessary to improve student learning?) Camtasia –this course is taught on-line and it would help to be able to demo techniques and composition.