

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPTS 611D

COURSE TITLE

BEGINNING COMPUTERS - DSPTS

TYPE COURSE

NON-FEE

DSPTS

CATALOG COURSE DESCRIPTION

This course is designed to help students with disabilities learn basic computers skills. Topics will include computer terminology, computer operation, keyboarding and mouse skills, basic word processing, workstation ergonomics and introductory internet skills. Topics also include community resources, email and social media. (FT)

LECTURE/LABORATORY HOURS

72

ADVISORIES

This course is designed for students with disabilities. Verification of disability will be requested.

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Gain knowledge of computer vocabulary.
2. Gain an understanding of workstation ergonomics.
3. Survey community resources for low cost and no cost computers and peripherals.
4. Learn to operate a computer, keyboard, and mouse.
5. Learn to use word processing software to create and format documents.
6. Develop skills to navigate the internet.
7. Understand how to send and receive emails and protect personal information online.

COURSE OBJECTIVES

1. List community resources for low cost computers and peripherals.
2. Identify various computer components and describe functions.
3. Demonstrate the ability to use the keyboard and mouse in proper ergonomic positioning.
4. Produce word processing documents that show proficiency formatting fonts, documents, applying copy and paste, and inserting pictures.
5. Describe basic functions of a web browser and perform basic internet search.
6. Demonstrate ability to send and receive email; attach files to email and open sent attachments.
7. Explain how to protect personal information on the Internet and social media, including etiquette for online interactions.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction to the Workstation
 - 1.1. Ergonomics and Accessibility
 - 1.1.1. Proper positioning at workstation
2. Community Resources
 - 2.1. Low cost and no cost computer programs
 - 2.2. Low cost broad band/internet services
 - 2.3. San Diego Public Library I CAN! Centers
3. Basic Computer Vocabulary for Personal Computers (PC)
 - 3.1. Recognition and Function
 - 3.1.1. Central processing unit
 - 3.1.2. Monitor
 - 3.1.3. Keyboard

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.1.4. Hardware vs. software
- 3.1.5. Peripherals
- 3.1.6. Desktop
- 3.2. Types of Computers
 - 3.2.1. Apple
 - 3.2.2. Windows-based /PC computers
 - 3.2.3. Tablets
 - 3.2.4. Smart phones
- 3.3. Uses for Computers
 - 3.3.1. Word processing
 - 3.3.2. Data management
 - 3.3.3. Entertainment
 - 3.3.4. Education
 - 3.3.5. Access to the Internet
- 4. Beginning Computer Operation
 - 4.1. Booting/shut down
 - 4.2. Navigating desktop
 - 4.3. Open and closing software and dialogue boxes
 - 4.4. Selecting, pointing, scrolling
 - 4.5. Keyboarding
 - 4.5.1. Basic key functions
 - 4.5.2. Touch typing
 - 4.5.3. Survey of adaptive keyboards
 - 4.5.4. Keyboard shortcuts
 - 4.6. Mouse
 - 4.6.1. Left-click
 - 4.6.2. Right-click menu
 - 4.6.3. Single and double click
 - 4.6.4. Scrolling
 - 4.6.5. Selecting and deselecting
 - 4.6.6. Buttons and drop-down menus
- 5. Word Processing
 - 5.1. Microsoft Word
 - 5.1.1. Opening a blank document
 - 5.1.2. Navigating the ribbon
 - 5.1.3. Formatting fonts
 - 5.1.4. Formatting documents, alignment, margins
 - 5.1.5. Using the copy/cut/paste functions
 - 5.1.6. Spellcheck
 - 5.1.7. Undo/redo
 - 5.1.8. Inserting and formatting online pictures
 - 5.1.9. Printing documents
 - 5.1.10. Typing documents
 - 5.1.11. Saving and retrieving documents
- 6. Internet
 - 6.1. Basic Internet navigation
 - 6.1.1. Vocabulary

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.2. Navigating the browser
 - 6.2.1. Using the back and forward buttons
 - 6.2.2. The address bar
 - 6.2.3. Refresh or reload functions
 - 6.2.4. Tabs
 - 6.2.5. Home
 - 6.2.6. Favorites
- 6.3. Operating a Search Engine
 - 6.3.1. How search engines work
 - 6.3.2. Entering search terms
 - 6.3.3. Interpreting search results page
- 6.4. Websites
 - 6.4.1. Different types of websites
 - 6.4.2. Basic website navigation
- 6.5. Email
 - 6.5.1. Survey of email providers
 - 6.5.2. Choosing a name and password
 - 6.5.3. Safety
 - 6.5.4. Composing and sending an email
 - 6.5.5. Attaching a document
 - 6.5.6. Receiving emails and opening attachments
- 6.6. Social Media
 - 6.6.1. Overview of different social media sites
 - 6.6.2. Protecting privacy
 - 6.6.3. Social media etiquette

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, instructor written materials, commercial materials designed for students with disabilities, instructor selected URLs, and publications related to personal computers, social media, and the Internet.

WRITING ASSIGNMENTS

Typical writing assignments may include, but are not limited to, preparing text for an assigned project, individual worksheets or workbooks, form completion, creative writing and journaling, personal correspondence, letter or speech writing, and composing and sending emails.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference resources; research as needed to complete projects; organizing and preparing written information to assigned documents and composing and sending emails.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, small and large group activities in problem solving, individual activities that require applying facts or information learned in class, and researching online resources to produce a document that includes formatted images and text.

EVALUATION

A student's progress will be based on multiple measures of performance related to the course objectives. The assessment will measure development of independent critical thinking skills and will include evaluation of student's ability. Multiple measures may include but are not limited to the following: quizzes, assignments, classroom participation, review sessions, and attendance.

METHOD OF INSTRUCTION

Methods of instruction include but are not limited to lectures, laboratory, group exercises, supplemental online material and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbook(s) may include, but are not limited to:

Teach Yourself Visually Microsoft Word 2016, Elaine Marmel, John Wiley & Sons, Inc., 2016, or current edition.

PREPARED BY: Katharine Serbian

DATE May 24, 2017

REVISED BY: _____

DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog