



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Introduction to Computers

Course Number: CIS 100

Credit Hrs. 3 Lecture Hrs. 2 Lab Hrs. 1 Clinical Hrs. Variable Hrs.

Total Hours of Instruction: 52.8 Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description: A general introduction to computers focusing on basic computer concepts. Other topics include terminology, peripherals, hardware and software. Lab exercises will include using the operating system, the Internet, new media, spreadsheets, word processors and databases.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Identify the major components of a personal computer.
- Identify specific hardware components in the computer and describe their function.
- Use multi-media to communicate across the Internet.
- Use the basic functions of the Windows operation system.
- Use functions of one software program to implement similar functions in different programs.
- Use word processors, spreadsheets, presentations, videos and database application programs.
- Discuss the impact of technology and the Internet on government, business, families and individuals.
- Discuss how binary and hexadecimal number systems are used in the computing field.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

- Identify the major components of a personal computer. (DQP 2)
- Identify specific hardware components in the computer and describe their function. (DQP 2)
- Use multi-media to communicate across the Internet. (DQP 2)
- Use the basic functions of the Windows operation system. (DQP 2)
- Use functions of one software program to implement similar functions in different programs. (DQP 2)
- Use word processors, spreadsheets, presentations, videos and database application programs. (DQP 2)
- Discuss the impact of technology and the Internet on government, business, families and individuals. (DQP 2)
- Be able to use binary and hexadecimal number systems. (DQP 2)



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Suggested Methods of Instruction:

Lectures, videos, lab exercises

Suggested Methods of Assessment and Evaluation:

- Lab exercises
- Quizzes
- Presentations
- Multi-media projects

Adopted Text at Time of Course Adoption/Revision:

Discovering Computers 2014 (Shelly Cashman Series) Paperback – July 8, 2013

Discovering Computers & Microsoft Office 2013: A Fundamental Combined Approach (Shelly Cashman Series) Paperback – July 18, 2013

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1: Cultural differences in adoption of new technologies

Week 2: Power Point

Week 3: Web cams and the Internet

Week 4: Word documents

Week 5: Mail Merges

Week 6: Spreadsheets

Week 7: Charts

Week 8: Access databases

Week 9: Video editing

Week 10: Social media

Week 11: Integrated Office software

Week 12: How the Internet works

Week 13: Windows systems

Week 14: Binary and hexadecimal number systems

Week 15: Animation

Week 16: Multi-media projects

Part 1 & Part 2 approved by CRDAP on: March 19, 2015

Part 2 approved by AD: Pamela Miller, Ph.D.

Date: 02-25-2015

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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Master Course Syllabus

PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012