



BADM-545: BUSINESS COMPUTER APPLICATIONS

Effective Term

Fall 2024

BOT Approval Date

05/11/2023

Discipline

BADM - Business Administration

Course Number

545

Course Title

Business Computer Applications

Short Title

Business Computer Applications

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course explores computer technological tools used in a dynamic business environment. The course will introduce technologies used in business environments to analyze information and communicate results to support and enhance business processes and decision making. This is a project based course focused on using technologies to solve business problems and improve productivity.

Codes

TOP Code (CB 03)

0514.00* - *Office Technology/Office Computer Applications

CIP Code

52.0407 - Business/Office Automation/Technology/Data Entry.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Demonstrate an understanding of the development and use of information systems in business.
2. Analyze current and emerging technologies and their impact on organizations and society.
3. Examine the features and functions of a computer operating systems and networks in business environments.
4. Practice utilizing a cloud application to store and retrieve data.
5. Create a document, in a word processor, that communicates a business scenario and explain the importance of managing the entire life cycle of a document.
6. Design a spreadsheet that records the financial transactions of a business scenario.
7. Design a database file to create more efficient records management systems, including record sorts, and queries.
8. Create a Gantt chart that illustrates a business process flow.
9. Create a presentation, using presentation software, that reveals a business challenge and explains a solutions that appeals to the selected audience.

10. Examine communication technologies used to enhance and improve internal and external business communication.
11. Examine technology issues related to racial/cultural diversity in the business environment.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze current and emerging technologies and their impact on organizations and society.
2. Students will design a spreadsheet that records the financial transactions of a business scenario.
3. Students will design a database file to create more efficient records management systems, including record sorts, and queries.

Program Learning Outcomes

Learning Outcome

1. Communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the use of computer technology.
2. Identify and solve business problems, assess results, and determine alternative courses of action.
3. Students will analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Content

Course Lecture Content

A. Information Systems Concepts

1. Data vs Information
2. Business Intelligence
3. System Thinking
4. Role of Feedback in a racially and culturally diverse business environment.
5. Management Information Systems (MIS)
6. MIS department roles and responsibilities

B. Emerging technologies used in business

1. Web based tools
2. Cloud storage
3. Communication tools
4. Mobile devices

C. Operating Systems and Networks

1. Define an Operating System and its function
2. Define a Network and its function

C. Cloud Applications

1. Types of cloud applications
2. Use and benefit of cloud applications
3. Create a cloud account to store and retrieve information

D. Create a word processing document for the business environment

1. Word Processors window
2. Enter and edit data
3. Move and copy data

4. Choose appropriate fonts and color
5. Utilize styles
6. Embed pictures, objects, dates and watermarks.
7. Prepare the document for sharing with headers, footer and page numbers.
8. In the document utilize language and illustrations that emphasize and represent racial and cultural diversity, inclusion, and equity.

E. Document/Record life cycle

1. Creation
2. Maintenance
3. Storage

F. Create a spreadsheet document for the business environment

1. Spreadsheet window
2. Enter and edit data
3. Choose appropriate fonts and color
4. Conditional formatting
5. Create formulas using relative and absolute references
6. Construct mathematical, statistical, and comparison operators and functions
7. Create graphs
8. Design the spreadsheet that utilizes language, illustrations, and examples that emphasize and represent racial and cultural diversity, inclusion, and equity.

G. Create a database for the business environment

1. Database window
2. Create a database
3. Create tables
4. Analyze, design, and build fields and table primary keys
5. Add, modify, and delete records from a database
6. Sort tables
7. Create Queries

H. Create a GANTT chart for the business process flow

1. Project window
2. Create a project
3. Enter dates and resources for each task
4. Create summary tasks
5. Link tasks
6. Identify the critical path
7. Create a Gantt chart
8. Integration using a presentation software

I. Presentation software

1. Inserting and modifying text
2. Apply and modify styles and backgrounds
3. Inserting and Modifying visual elements
4. Integrate word processing, spreadsheet, database, and the GANTT chart elements
5. Incorporate content that supports racially and culturally diverse business environments and situations.

J. Communication technologies

1. Distinguish between internal and external technologies
2. Create e-mails for individual and mass distribution
3. Manage e-mails
4. Utilize language that supports a racially and culturally diverse environment and is directed towards inclusivity and equity.

Methods of Instruction

Method

Discussion

Integration

In class discussions (whole -class or small-group) will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss emerging technologies and their impact on racial and culturally diverse organizations and society. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of professional responsibility, ethical standards, and racial/cultural diversity effects on performance evaluation of responsibility centers and individual in the organization. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

In class discussions (whole -class or small-group) will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss emerging technologies and their impact on racial and culturally diverse organizations and society. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of professional responsibility, ethical standards, and racial/cultural diversity effects on performance evaluation of responsibility centers and individual in the organization. The discussions will be accomplished through the regular use of the discussions in the CMS; or through the chat, conversations, or group features within the CMS. The instructor will participate in discussions and respond to student questions in the CMS as needed.

Method

Lecture

Integration

The lecture will present further explanation on business technologies and their appropriate uses; to include applications to create spreadsheets, databases, presentations, and projects. Additionally, technology systems will also be further explained. Lectures will provide information and examples for students to critically interpret and respond to racially and culturally diverse business situations and needs, including inherent inequities and biases. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used.

DE Adaptations for MOI

The lecture will present further explanation on business technologies and their appropriate uses; to include applications to create spreadsheets, databases, presentations, and projects. Additionally, technology systems will also be further explained. Lectures will provide information and examples for students to critically interpret and respond to racially and culturally diverse business situations and needs, including inherent inequities and biases. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used and through asynchronous video lectures using accessible video conferencing will be used through the CMS.

Method

Observation and Demonstration

Integration

Students will observe the instructor demonstrating the use of business technology. For example, the instructor will show the class how to create a database, design tables, and implement queries. The use of an overhead projector will be used for the demonstration.

DE Adaptations for MOI

Students will observe the instructor demonstrating the use of business technology. For example, the instructor will show the class how to create a database, design tables, and implement queries. Videos will be created to show students how to use business technologies. The videos and related assignment information in the assignment area of the CMS through regular use of the discussion area, chat, conversations, or other group features. All video or multimedia will meet accessibility requirements. All videos or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams and quizzes will be conducted on class lecture material, key terms and definitions, case studies, and reading assignments to measure the student's retention of the components of the course objectives. Subject matter will include business intelligence, cloud applications, application technologies, the record life cycle, and utilizing technology to support racially and culturally diverse business environments. A rubric developed by the instructor will be used that measures the student's ability.

DE Adaptations for MOE

Exams and quizzes will be conducted on class lecture material, key terms and definitions, case studies, and reading assignments to measure the student's retention of the components of the course objectives. Subject matter will include business intelligence, cloud applications, application technologies, the record life cycle, and utilizing technology to support racially and culturally diverse business environments. The testing criteria will be multiple-choice, true/false, or short answer questions and will be graded using the online grading system within the CMS. Feedback will be provided based on the instructor's grading feedback policy via the grade book, chat, or other accessible video conferencing tools. A rubric developed by the instructor will be used that measures the student's ability.

Method

Projects

Integration

Software application exercises will be used to determine the students' competencies in applying and analyzing business practices in a racially and culturally diverse environment including creating a document, a spreadsheet, a database, and a Gantt chart. Students will be evaluated on their successful application of the course material. Projects will be evaluated on accuracy and completeness based on a rubric developed by the instructor.

DE Adaptations for MOE

Software application exercises will be used to determine the students' competencies in applying and analyzing business practices in a racially and culturally diverse environment including creating a document, a spreadsheet, a database, and a Gantt chart. Students will be evaluated on their successful application of the course material. Homework will be evaluated on accuracy and completeness. Students will upload completed assignments by submitting them to the assignments or discussion areas in the CMS for instructor review and grading. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software. Projects will be evaluated on accuracy and completeness based on a rubric developed by the instructor.

Method

Group Projects

Integration

Students will participate in group projects or discussions that examine and evaluate current and emerging technologies and their impact in the business environment. Topics will include using technology to communicate to racially and culturally diverse corporate environments, preparing presentations for diverse audiences, and communication techniques for internal and external stakeholders. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. The evaluation will be based on a rubric developed by the instructor.

DE Adaptations for MOE

Students will participate in group projects or discussions that examine and evaluate current and emerging technologies and their impact in the business environment. Topics will include using technology to communicate to racially and culturally diverse corporate environments, preparing presentations for diverse audiences, and communication techniques for internal and external stakeholders. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. Instructions for completing the project will be posted in the assignments or group discussions area in the CMS. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. Finished projects will be posted within the group discussion area in the CMS, or presented via other conversations features such as Zoom. Instructor feedback will be provided within one week of the due date via the CMS grade book, chat, or other accessible conferencing tools. The evaluation will be based on a rubric developed by the instructor.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page self-evaluation appraising your growth during this course. Include evaluating your overall performance and comprehension of the course objectives. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so.

How assignment will be adapted in online format

Write a two-page self-evaluation appraising your growth during this course. Include evaluating your overall performance and comprehension of the course objectives. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so. Upload the completed assignment into the CMS. The instructor will evaluate and provide personalized feedback 1 week after the due date in the CMS grading area.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Create a database that tracks the suppliers used by a company and the products that were ordered. Using the list of 50 suppliers provided and list of products create two tables in Microsoft Access one that identifies the supplier's information and the other the products purchased. Assign each field the appropriate property. Link the tables with an assigned primary key. Submit the database through the CMS system. The project will be evaluated on accuracy and completeness. In class the instructor will show the final result and explain the components. Students will have an opportunity to ask questions.

How assignment will be adapted in online format

Create a database that tracks the suppliers used by a company and the products that were ordered. Using the list of 50 suppliers provided and list of products create two tables in Microsoft Access one that identifies the supplier's information and the other the products purchased. Assign each field the appropriate property. Link the tables with an assigned primary key. Submit the database through the CMS system. The project will be evaluated on accuracy and completeness. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the E-Lecture on Technology in Business. Once you have a good understanding of the material, review the key components in the module: Technology and Jobs, Management Information Systems, Social Media, E-Business, Business Intelligence, and

Communication Technology used in a racially and culturally diverse business environment. Choose one of these components, then using the internet find a company that provides the chosen service. Post a discussion, through the CMS system, that identifies the company and the current, news, policies, or trends the company is adopting. Provide the URL where you obtained the information. The post should be formatted as a complete paragraph. Then read a classmate's post and construct a response that further develops their ideas or provides an inquiry into their post. Post the response through CMS system.

How assignment will be adapted in online format

Read the E-Lecture on Technology in Business. Once you have a good understanding of the material, review the key components in the module: Technology and Jobs, Management Information Systems, Social Media, E-Business, Business Intelligence, and Communication Technology used in a racially and culturally diverse business environment. Choose one of these components, then using the internet find a company that provides the chosen service. Post a discussion, through the CMS system, that identifies the company and the current, news, policies, or trends the company is adopting. Provide the URL where you obtained the information. The post should be formatted as a complete paragraph. Then read a classmate's post and construct a response that further develops their ideas or provides an inquiry into their post. Post the response through CMS system.

Course Materials

Textbooks

GO!with Microsoft Office 365, 2019 Edition Introductory, 1st edition; 2020; Gaskin, Vargas, Geoghan, Graviett;; Pearson; 9780136874553.

Other Resources

Instructor/departments created videos.

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

- Learning objectives includes examining issues related to racial/cultural diversity and potential inequities and bias in regards to performance evaluation of responsibility centers and individuals in the organization.
- Instruction includes discussion that incorporates a learning environment that allows all students to feel safe expressing their views and being respected as individuals and members of a group while discussing deferring views on management styles, professional responsibility, ethical standards and racial/cultural diversity.
- Assignments area includes an assignment providing an opportunity for students to research companies embedding diversity and inclusion in their evaluation practices. Furthermore, a focal point of the assignment is the studying of potential inequities and bias in the organization if diverse voices are not allowed to "speak up."

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Course content has been designed with equity in mind to ensure that all students have optimal conditions and opportunities to demonstrate their learning. First, content will be delivered in a variety of methods, including but not limited to, class or small group discussions, lecture, and audio-visual materials. Additionally, content will include videos, blogs, slide presentations, accessible and downloadable PDFs, and a variety of websites that feature real-life examples reflecting diverse viewpoints and backgrounds. Infusing variety promotes an equitable course by allowing students to work with their unique scheduling, technological, and personal needs, breaking barriers to access.

- Evaluation methods in the course are designed to promote an equity by incorporating variety in the types of assessments. For example, exams/texts will include multiple-choice, short-answer and/or essay questions. Projects will be evaluated based on the student's ability to incorporate information from the course material, allowing students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during synchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and provided a business case study that needs to create a presentation to promote a new product. The groups will be asked to explain three marketing strategies to promote the new product. Then, each group will report out to the class their group's recommendation. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group or accessible video conferencing software breakout rooms whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur in person or virtually using the CMS to promote student learning and satisfaction. First, the instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives in this business course. The goal of the pre-course announcement is to set an inviting and collaborative tone for future interactions. The instructor will send frequent announcements to offer instruction, comfort and encouragement. In-class announcements or through the CMS will be used by the instructor to consistently communicate with students, keep them abreast of new developments in the course and to summarize key concepts of previous lectures. The instructor will participate in discussion forums and respond to students' threads, as needed. The level of interaction will be dictated by the content and student's needs. The instructor will provide timely and constructive and personalized feedback on assignments, such as the two-page self-evaluation writing assignment. Online or telephone student hours and one-on-one mentoring for individual learners who desire extra support will be provided in order for them to understand critical content, such as the effects of racial/cultural diversity on performance evaluations of responsibility centers and individual organizations. In the classroom, high-impact strategies for active learning will be incorporated to instructor-to-student interactions. For example, instructors will use discussions to interact with students asking them to discuss a current and emerging technologies. Instructor will encourage students to make connections between course concepts and their application to real-life companies (public, private or non-profit), including minority or women owned companies.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies using business technologies both in the classroom and online that promotes students' active participation. Active learning activities will include but are not limited to hands-on activities utilizing word processing, spreadsheet, presentation software, and communication technologies. The components will also be incorporated into discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. Each student will choose a company, then create a presentation explaining the mission and ethical stance of the company. Each student shares their presentation to the small group accessible video conferencing software breakout rooms. Instructions will be provided through the CMS.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, each week, students will be requested to complete a reflective journal assignment related to particular learning material. For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your business communication skills is very important to your growth and effectiveness as team member. Then, write a one-page reflection on how you plan to identify your weaknesses and strengths as a member of an organization. The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes acquired to write a one-page final reflection highlighting how the student will apply learned skills.