

## General Education Rubrics for Assessment

**Objective 1.3: Computing Literacy**

Students will effectively and responsibly use appropriate computer applications for communication, scholarship, and problem-solving.

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Effectively perform data analysis using appropriate technology such as spreadsheets or database applications.  <b>Using Excel Pivot Tables assignment.</b>	The student designed and formatted the pivot table with major errors. In some cases, the correct functions were not used, the correct filters were not used, and the amount fields were not properly placed.	The student designed and formatted the pivot table with minor errors. In some cases, the correct functions were not used, the correct filters were used, and the amount fields were not all properly placed.	The student designed and formatted the pivot table correctly. The correct functions were used, the correct filters were used, and the amount fields were properly placed.	The student designed and formatted the pivot table correctly. The correct functions were used, the correct filters were used, and the amount fields were properly placed. The formatting is very professional.
Effectively format documents such as reports, essays, or resumes using appropriate technology.  <b>Formatting Research Paper assignment.</b>	The student misapplied the MLA style requirements in many cases. The student did not include all the required content. The student did not use proper software techniques.	The student applied nearly all the MLA style requirements correctly. The student included most of the required content. The student used proper software techniques for most of the assignment.	The student applied all the MLA style requirements correctly. The student included all of the required content. The student used proper software techniques.	The student applied all of the MLA style requirements correctly. The student included all the required content. The student used proper software techniques. The document has an exceptional overall design.
Design effective presentations using appropriate technology.	The student included some of the required elements. The student lacked skill in using the proper software techniques in many cases. The quality of	The student included most of the required elements. The student demonstrated skill in using the proper software techniques in some but not all cases. The quality of the content was lacking in some	The student included all the required elements. The student demonstrated skill in using the proper software techniques. The quality of the	The student included all the required elements. The student demonstrated skill in using the proper software techniques. The quality of the content was evident. The presentation had a very good

<p><b>Advanced PowerPoint assignment</b></p>	<p>the content was inconsistent. The presentation did not have an overall good design.</p>	<p>cases. The presentation had some good design qualities.</p>	<p>content was evident. The presentation had a very good overall design.</p>	<p>overall design. The overall work is exceptional.</p>
<p>Successfully perform a task with others using collaborative technology.</p> <p><b>Collaboration assignment.</b></p>	<p>The document was properly shared electronically with a colleague, but the feedback was minimal. The document was improperly edited. The student demonstrated some reflection about the uses of social media but the level of reflection was very limited. The student demonstrated mastery of few of the editing functions in Microsoft Word.</p>	<p>The document was properly shared electronically with a colleague, feedback was received and incorporated, and the document was properly edited. The student demonstrated some reflection about the uses of social media but the level of reflection was somewhat limited. The student demonstrated mastery of some of the editing functions in Microsoft Word.</p>	<p>The document was properly shared electronically with a colleague, feedback was received and incorporated, and the document was properly edited. The student demonstrated some reflection about the uses of social media. The student demonstrated mastery of the editing functions in Microsoft Word.</p>	<p>The document was properly shared electronically with a colleague, feedback was received and incorporated, and the document was properly edited. The student demonstrated some reflection about the uses of social media. The student demonstrated mastery of the editing functions in Microsoft Word. The student produced an excellent document that shows an exceptional depth of reflection and attention to skilled editing.</p>
<p>Identify the ethical and legal standards of conduct regarding the use of data and technology.</p>	<p>The student demonstrates a partial understanding of copyright and Creative Commons licensing in the short essay. The student attempts to explain differences between the surface web, the deep web, and the dark web but should have added much</p>	<p>The student demonstrates a partial understanding of copyright and Creative Commons licensing in the short essay. The student explains some differences between the surface web, the deep web, and the dark web but should have added some additional detail. The student articulates the ethical dimensions of libertarian views. The student attempts</p>	<p>The student demonstrates an understanding of copyright and Creative Commons licensing in the short essay. The student explains differences between the surface web, the deep web, and the dark web adequately. The student articulates the ethical dimensions of</p>	<p>The student demonstrates an understanding of copyright and Creative Commons licensing in the short essay. The student explains differences between the surface web, the deep web, and the dark web exceptionally well. The student articulates the ethical dimensions of libertarian views. The student explains the technical essentials of the</p>

<p><b>Dark Web assignment.</b></p>	<p>more detail. The student should articulate the ethical dimensions of libertarian views but falls short. The student attempts to explain the technical essentials of the technologies supporting the dark web and how those contribute to ethical misuses of the web, but most of the explanations are not correct.</p>	<p>to explain the technical essentials of the technologies supporting the dark web and how those contribute to ethical misuses of the web, but some of the explanations are not correct.</p>	<p>libertarian views. The student explains the technical essentials of the technologies supporting the dark web and how those contribute to ethical misuses of the web.</p>	<p>technologies supporting the dark web and how those contribute to ethical misuses of the web. The student explains these in depth.</p>
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**Assignments Meeting Objective 1.3: Computing Literacy**

**Outcome #1**

**Using Excel Pivot Tables**

**KBOR Core Student Learning Outcome for Introduction to Computers and Applications:  
Outcome #1. Effectively perform data analysis using appropriate technology such as spreadsheets or database applications.**

**Meeting the Outcome:** Because pivot tables are used to query, organize, summarize, and graph data, they are useful for data analysis. Experienced users use pivot tables heavily, and Microsoft has made them much easier to use than before. Many users are hesitant to use pivot tables because there is a learning curve. I have found that students like using pivot tables after being introduced to them because for routine work they do not have to enter formulas. They just need to know how to organize the data and how to place data correctly into the four quadrants of the dialog box. Pivot tables are a core technology for data analysis in Excel.

**Assignment:** Use a file with sales data to create a pivot table with a frequency distribution, specified summary data, and slicers (application of data filters) for selected salespersons.

<b>Criteria</b>	<b>Not Proficient</b>  <b>Score: 60 - 69</b>	<b>Developing Proficiency</b>  <b>Score: 70 - 79</b>	<b>Proficient</b>  <b>Score: 80 - 89</b>	<b>Exceeding Proficiency</b>  <b>Score: 90 - 100</b>	<b>Score /100</b>
Pivot Table Design	The pivot table has fields placed apparently at random into the four quadrants.	There is logic displayed in the selection and placement of fields in the quadrants, but there are some errors in placement.	The correct elements are selected, and all the selected elements are in the correct quadrants and rows.	The correct elements are selected, and all of the selected elements are in the correct quadrants and rows. The pivot table is easy to interpret.	<b>/20</b>
Formatting	No Layout is applied to the	The Report Layout is	The Report Layout is	The Report Layout is	<b>/20</b>

	table or the incorrect Form is selected. The numbers are not formatted correctly. The report layout is incorrect.	applied to the table with the correct form but the subtotals are not placed in the correct location. The numbers are correctly formatted. The rows are not banded.	applied to the table with the correct form. The subtotals are placed in the correct location, and the numbers are correctly formatted, but the rows are not banded.	applied to the table with the correct form. The subtotals are placed in the correct location, and the numbers are correctly formatted. The rows are banded.	
Proper selection and use of functions	There are significant errors in selecting the functions (Sum, Average, and Group) or some functions do not appear at all. The Show Values As or the Summarize Values By operations are incorrectly applied.	The Sum, Average, and Group functions are all used in the correct way. There are minor errors in applying the Group function or in the Totals calculations.	The group function is used correctly to create the intervals. The Count option is selected to determine the frequency distribution. The Sum and Average functions are used correctly.	The group function is used correctly to create the intervals. The Count option is selected to determine the frequency distribution. The Sum and Average functions are used correctly. The labels are all correct.	<b>/20</b>
Proper use of filters (slicers)	The Slicers are missing or they use the wrong fields. The Quarter field is not in the Columns quadrant. The Sales Person field and Type field are not in Rows. The	The Amount is properly placed in the Values quadrant but one of the fields is not correctly placed in the Rows or Columns. The	All of the fields are correctly placed into the correct quadrants but the hierarchical order is incorrect. The Tabular Form is used.	Slicers use the correct fields. The correct fields are all inserted correctly into the Rows, Columns, and Values Quadrants to display target data. The	<b>/20</b>

	Amount is not in Values. The Tabular Form is not used.	Tabular Form is used.		Tabular Form is used for the table format. The hierarchical order is correct.	
Proper placement of Amount fields	The Amount Fields are only placed into one quadrant.	The Amount Fields are placed properly into two quadrants.	The Amount Fields are placed properly into two quadrants.	The Amount Fields are placed properly into two quadrants.	<b>/20</b>
<b>Total</b>					<b>/100</b>

The assignment and results are shown below.

First assignment. Go to the Resource tab and find the data called **Your first pivot table.xlsx**. Create the pivot table below. Change the headings to Sum of Cost and % of Total (as shown), and add the percent column. Be sure to format the Cost numbers so that they have dollar signs and commas. Include Type and bike in the rows. Save the file with your name and first pivot table and upload it to the Assignments tab.

Row Labels	Sum of Cost	% of Total
Commuter	\$2,848	3.61%
Gravel	\$13,615	17.26%
Hybrid	\$18,093	22.93%
CrossRip+	\$8,998	11.40%
DS 4	\$1,069	1.35%
Neko Women's Bike	\$749	0.95%
Neko+ Women's Bike	\$2,799	3.55%
Super Commuter+ 7	\$3,599	4.56%
Zektor Men's bike	\$879	1.11%
Mountain	\$25,539	32.37%
Road	\$18,801	23.83%
Checkpoint ALR 5	\$1,999	2.53%
Checkpoint ALR 5 Disc	\$1,999	2.53%
Checkpoint ALR 5 Women's	\$1,999	2.53%
Domane ALR 4 Disc Women's	\$3,518	4.46%
Domane ALR 5 Disc	\$1,889	2.39%
Domane ALR2 Women's	\$749	0.95%
Domane ALR3	\$1,149	1.46%
Domane SLR Gravel Disc	\$5,499	6.97%
<b>Grand Total</b>	<b>\$78,896</b>	<b>100.00%</b>

**Slicer Project.** Create the table below with the Sales Person slicers. Hint: Place the Quarter field in the Columns quadrant. Place Sales Person and Type in Rows and Units Sold in Values. Use the Design tab to find the Report Layout options. Then select the Tabular Form for the table format. Use the Analyze tab to insert the slicer. Save the file as Your Name Slicers and Frequency Table.

Sales Person		Sum of Amount				Quarter
Sales Person	Type	Q2	Q3	Q4	Grand Total	
Ahmed						
	Commuter		\$3,778		\$3,778	
	Electric	\$4,999	\$4,999	\$4,999	\$14,997	
	Hybrid			\$2,799	\$2,799	
	Mountain	\$5,999	\$3,499		\$9,498	
<b>Ahmed Total</b>		<b>\$10,998</b>	<b>\$12,276</b>	<b>\$7,798</b>	<b>\$31,072</b>	
<b>Grand Total</b>		<b>\$10,998</b>	<b>\$12,276</b>	<b>\$7,798</b>	<b>\$31,072</b>	

**Frequency Distribution Project.** Using the **Bike transactions for pivot tables.xlsx** file create a frequency distribution for sales. Make it look like this.

Sales Intervals	Interval Count
0-999	10
1000-1999	13
2000-2999	7
3000-3999	7
4000-4999	10
5000-5999	1
11000-12000	1
<b>Grand Total</b>	<b>49</b>

Hint: drag the Amount field into Rows and Values. Then use the Group function on one column and the Count option in the other column. Save your file as Your Name Slicers and Frequency Table.

## Outcome #2

### Formatting a Research Document with Microsoft Word

**General Education CORE Outcome #2: Effectively format documents such as reports, essays, or resumes using appropriate technology.**

**KBOR Core Student Learning Outcome for Introduction to Computers and Applications:** Use word processing software to create, edit, and produce professional documents.

**Meeting the Outcome:** Students will use the tools in Microsoft Word to create a properly formatted research paper using the MLA style.

**Assignment:** Format and document a Research Paper using the MLA style. See full instructions below the table.



<b>Criteria</b>	<b>Not Proficient</b> <b>Score 60 - 69</b>	<b>Developing Proficiency</b> <b>Score: 70 - 79</b>	<b>Proficient</b> <b>Score: 80 - 89</b>	<b>Exceeding Proficiency</b> <b>Score: 90 -100</b>	<b>Score /100</b>
Correct use of MLA Style	The title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (4 pts), body of document (5 pts), and table of contents (5 pts) elements are formatted correctly in MLA style.	The title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (4 pts), body of document (5 pts), and table of contents (5 pts) elements are formatted correctly in MLA style.	The title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (4 pts), body of document (5 pts), and table of contents (5 pts) elements are formatted correctly in MLA style.	All the title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (4 pts), body of document (5 pts), and table of contents (5 pts) elements are formatted correctly in MLA style. The document has a very professional appearance.	<b>/34</b>
Content	The content in the title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (3 pts), body of the document and table of contents (5 pts) is complete and correct.	The content in the title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (3 pts), body of the document and table of contents (5 pts) is complete and correct.	The content in the title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (3 pts), body of the document and table of contents (5 pts) is complete and correct.	The content in the title page (5 pts), footnotes (5 pts), bibliography (5 pts), citations (5 pts), figures (3 pts), body of the document and table of contents (5 pts) is complete and correct.	<b>/33</b>
Skill in using word processing Software	In many cases improper techniques were used such as incorrect file format (3 pts), inserting spaces instead of tabs (5 pts), incorrect headers or footers (5 pts),	Proper techniques were used such as correct file format (3 pts), inserting tabs instead of spaces (5 pts), correct headers or footers (5 pts), proper spacing	Proper techniques were used such as correct file format (3 pts), inserting tabs instead of spaces (5 pts), correct headers or footers (5 pts), proper spacing	Proper techniques were used such as correct file format (3 pts), inserting tabs instead of spaces (5 pts), correct headers or footers (5 pts), proper spacing	<b>/33</b>

	improper spacing between words and sentences (5 pts), margins set improperly (5 pts), Word styles not used or used improperly (5 pts), spell checker and grammar checker not used (5 pts), incorrect file metadata, incorrect software version, and other issues.	between words and sentences (5 pts), margins set properly (5 pts), Word styles properly used (5 pts), spell checker and grammar checker used (5 pts), correct file metadata, correct software version used.	between words and sentences (5 pts), margins set properly (5 pts), Word styles properly used (5 pts), spell checker and grammar checker used (5 pts), correct file metadata, correct software version used.	between words and sentences (5 pts), margins set properly (5 pts), Word styles properly used (5 pts), spell checker and grammar checker used (5 pts), correct file metadata, correct software version used.	
Total					<b>/100</b>

### Assignment Instructions

#### Assignment

1. Find the research paper labelled Friendship Research Paper in the Assignment tab and open it up in Word.
2. Select the whole contents of the paper by using the ctrl-a shortcut.
3. Change the font size to 12 point, and font to Arial.
4. Go the Layout tab and select the Margins option in the Page Setup group.

After clicking on Margins select the Normal 1" all around.

Go to the Home tab, Paragraph Group, and the paragraph dialog box. Apply the first line indent to the paragraphs in the body of the text and double space to the text and set as Default.

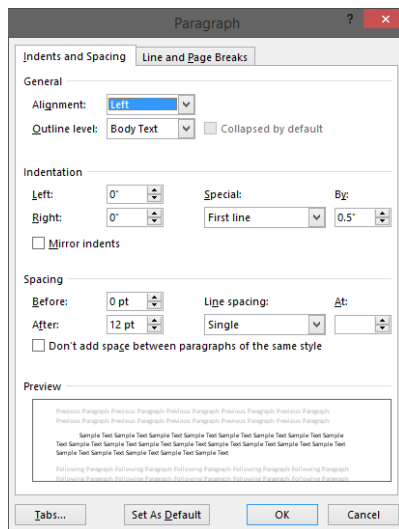
Add the following information to the appropriate line starting at the top of the first page.

First Line: David Schmidt  
 Second Line: Professor Jack Bricke  
 Third Line: Philosophy 700  
 Fourth Line: March 16, 2018

Use the title style for the Title and center the title, Friendship. Change the font size to 12.

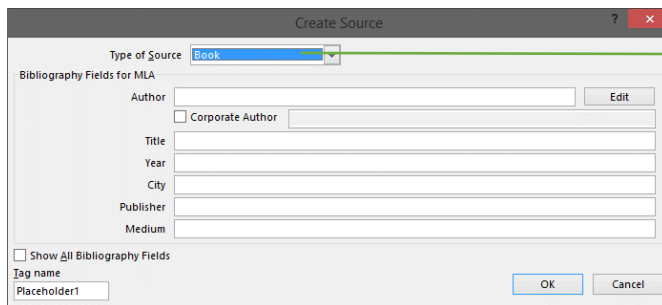
Find the **Text for Research Assignment** document in your Student Resources area. Then cut and paste the four footnotes in the designated places in the **Friendship Research Paper for Student Use**. I have indicated where to insert the footnotes in red. To insert a footnote go to the References tab and click on the Insert Footnote icon.

In the MLA style, the footnotes should be single spaced with a space between footnotes. Further, indent the first line. The font should be the same as the body of the text. With that in mind, format the footnote accordingly. Set it as the default by selecting that option.



Insert the remaining footnotes into the text and check the formatting of those footnotes. If you make a mistake and wish to delete a footnote, go to the superscript in the text and delete it there. If you go to the text in the footnote itself and delete it the line above the text will remain as well as the superscript in the body of the text. Deleting the superscript in the body of the text deletes all of the associated elements of the footnote.

Continuing with the same document go to the **Text for Research Assignment for Student Use** file to find the information needed for the citations. Find the location for citation number one. Then, you need to indicate to Word which style you will use for the citations. In the References tab, Citations & Bibliography group, look for the drop-down menu for Style. That lets Word know what kind of formatting to apply to the citation. After you put your cursor on the location for citation number 1 click on Insert Citation and select Add New Source. After you have added a number of Sources they will appear in a list whenever you click on Insert Citation. After you click on Insert Citation a Create Source dialog box will appear prompting you to add information about your citation. Pick book as the type of source. The type of information requested in the dialog box will change depending on the type of source picked. For example, the information required for web pages is quite different from the type of information required for books. Word keeps the sources entered as data so that they for use in future documents (see below).



Select Book for the

Fill in the information included in citation number 1. The author is R. G. Bury, the title is *The Symposium of Plato*, the year 1909, the city Cambridge, and the Publisher W. Heffer and Sons. The medium is paper. After you click OK the citation is inserted. Find where to insert the other citations and insert them into the document.

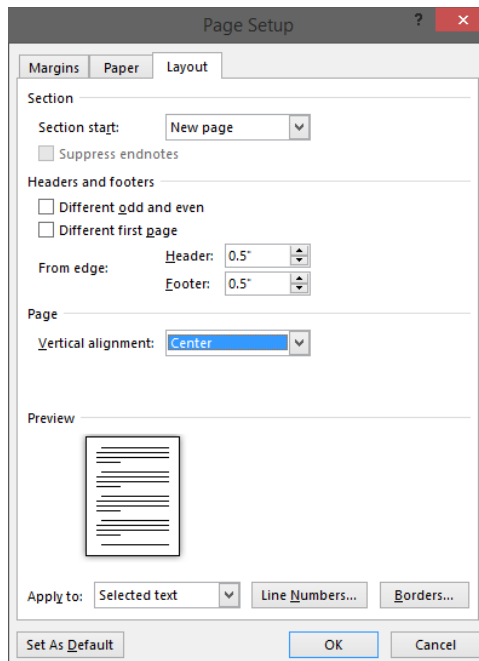
Find the four citations you have entered in the text and modify the citations by adding the page numbers (if I list page numbers for those citations).

Create a Works Cited page at the end of the paper. First, go to the end of the paper. Then press Ctrl + Enter to create a page break and a new page for the Works Cited page. Place the insertion point on the new blank page to make it active. Then find the Bibliography button in the Citations & Bibliography group in the References tab. Click the button. Then click insert Bibliography.

Notice that there are several options listed: Works Cited (the MLA option), References (the APA option), and Bibliography (the Turabian and Chicago style). Because we are using the MLA style throughout the paper, pick the Works Cited style for your references.

If you have created a Bibliography and then think of another citation to add to the list of available sources, create the new source in the paper. Add it to the list of sources. Then go back to the Works Cited page. Word will display a message at the top of the list of sources giving you the option to update the list. Click the update option and Word will add the source to the list. Add a title page.

Put the title of the document at the top of the page and center it. Then add your name on a new line and center that. Finally include the name of your school on a new line and center that. You can change the font to Calibri or Times New Roman, but keep the font size at 12 points. Then select the text and center it vertically on the page. To center it vertically select the text, click the Layout tab, and then click the Dialog Box Launcher in the Page Setup Group. You should see the following.



Click OK. Then add the section break. To do that go to the Layout tab, Page Setup Group, and Breaks option. Under the Sections Breaks area pick Next Page.

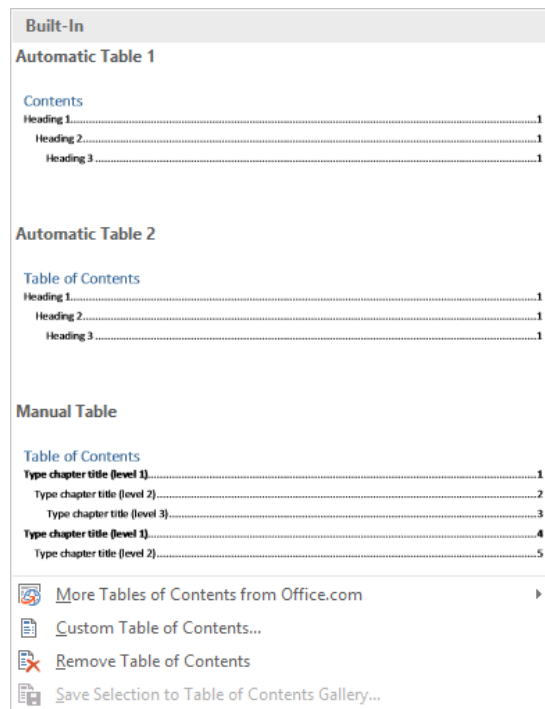
### **Add a Table of Contents**

You will place the Table of Contents on the blank page that the new Page Break created. The research document has headings scattered throughout the document. The Table of Contents places these headings in order and adds page numbers so that readers can refer to the Table of Contents and go directly to a desired destination.

Notice that I have a variety of headings set apart from the body of the text. These headings are in 11-point Calibri. The first one is Introduction and the second one is Pre-Condition. Find each heading. Select it and then click Heading 1 in the Styles Group of the Home tab. Leave the heading formatted the way that Word reformats it for now. Find every heading, select it, and then click Heading 1. That converts normal text into headings, headings that Word will recognize when it creates the Table of Contents. Go back to the first heading and reformat it to the required Arial 12 point MLA style text.

Bold the text. Then by selecting the newly formatted text, double-click the format painter. Then use the format painter to change all of the headings throughout the document.

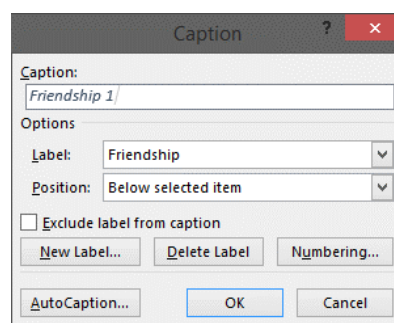
Go to the blank page after the Title Page. Click the References tab, locate the Table of Contents Group, and click Table of Contents. You will see the options listed below.



Pick the format of Automatic Table 2. That will insert the Table of Contents into your document. By creating headings using the official headings options you can save a lot of time. In this way, Word does the hard work for you. By planning ahead and using Heading 1, Heading 2, and so on, you can have Word create a nicely formatted Table of Contents automatically.

### Add Captions

After selecting an object and clicking Insert Caption the following dialog box appears. I have filled out some of the information.



Notice that Word gives the user the option to position the caption below or above the object as well as a variety of numbering options.

Find the symbolic image of friendship in the research paper. Select it and enter the information above. Click OK. That should insert the caption below the image.

Add a hyperlink.

4) Benjamin Jowett, Phaedrus, Internet: [www.fullbooks.com/Phaedrus1.html](http://www.fullbooks.com/Phaedrus1.html), Viewed on January 25, 2018. Title of Internet Page: Phaedrus.

Go back into the research document and create a hyperlink for this reference. On page six in a footnote, the word Phaedrus appears. Make it into a hyperlink with the URL listed above. To create the hyperlink select the text Phaedrus, then go to the Insert tab, Links group, Hyperlink icon. Click the Hyperlink icon. You will see the dialog box below. Make sure that you select the Existing File or Web Page option. Then insert the URL into the Address location. When you are done, click OK to create the hyperlink.

### **Screenshots from the Master File Used for Grading**

Screenshot of the Title Page

Friendship

David Schmidt

Fort Hays State University

Screenshot of the Table of Contents

## Table of Contents

<b>Introduction</b> .....	3
<b>Pre-Condition</b> .....	3
<b>Friendship must be a reciprocal well-wishing.</b> .....	6
<b>Friendship must be based on something beautiful in the other person.</b> .....	7
<b>Friendship is a “procreation in the beautiful” (Plato’s Symposium)</b> .....	8
<b>Rationality and Friendship</b> .....	11
Works Cited.....	19

Screenshot from the first page

David Schmidt

Professor Jack Bricke

Philosophy 700

March 16, 2018

### Friendship

#### Introduction

In this paper, I attempt to characterize friendship by beginning with certain aspects, which are necessary but not sufficient conditions for friendship, and ending with sufficient conditions for specifying the requirements for true friendship. With each succeeding condition, there is an extensional diminution until I characterize those few who are real friends. There is also a progression from the most superficial types of friendship to the most meaningful.

#### Pre-Condition

A pre-condition for friendship is a general “love” for humankind. A person with whom it is possible to be a friend must at least not have such an aversion to mixing with

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Screenshot of a formatted footnote

**Friendship must be a reciprocal well-wishing.**

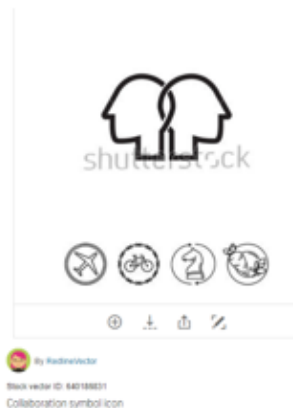
As mentioned in the pre-condition for friendship, there must be some desire to mix with other people. If this desire becomes an active wishing well towards another

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<sup>2</sup> Aristotle believes that friendships between evil men or an evil man and a good man are the most unstable kind since evil men are at variance with themselves, which makes their desires and wishes the most unstable among men.

Screenshot of an image with caption

ways to express what was unexpressed (perhaps because it was felt but unclear to oneself).



*Friendship*

**Friendship is a “procreation in the beautiful” (Plato’s Symposium)**

Screenshot of footnote with a citation

this kind of in-depth friendship with others.

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<sup>12</sup> Plato does not emphasize this kind of friendship to the same degree as Kant. Plato considers it a step toward the Good and it occupies only a second place in progress toward the Good as appreciation of the higher beauty of the soul in the *Symposium* (Allen 154 - 157). The progress towards the good is really a progress away from the individuals and toward one science of the good through the dialectic. Because it passes through the stages of appreciation of institutions and all the sciences until one arrives at the one science of the good, there is an intellectualism (the good is the highest concept uniting the others and giving truth to all) which is not present in Kant. Kant believes we can make principles explicit, and therefore he does not need this same degree of intellectualism. People have different roles for Plato and Kant. Plato is attracted to other people so that together they can give birth to the highest conception of the good. For Kant two people can have a rather clear conception of the good for them (their duty) since all people have a sense of duty, but this sense of duty is a burden on them which sharing helps relieve, enabling them to act morally with a lighter heart. There is an intellectual element (finding the right maxim), but that is generally not the basic problem. The problem generally is to subordinate and eliminate the pathological maxims by the categorical imperative (getting rid of self-interest).

Screenshot of the APA Bibliography (Works Cited)

### Works Cited

Allen, R. E. *The Dialogues of Plato, volume II*. New Haven: Yale University Press, 1993. Paper.

Bury, R. G. *The Symposium of Plato*. Cambridge: W. Heffer and Sons, 1909. Paper.

Jowett, B. [www.fullbooks.com/Phaedrus1.html](http://www.fullbooks.com/Phaedrus1.html). n.d. 25 January 2018.

Kant, Immanuel. *The Metaphysical Principles of Virtue*. New York: The bobbs-Merril Co., Inc., 1964. Paper.

**Outcome #3:**

## Advanced PowerPoint Features

**General Education Objective 1.3 Outcome #3: Computer Literacy Requirement: Design effective presentations using appropriate technology.**

**KBOR Core Student Learning Outcome for Introduction to Computers and Applications: Use presentation software to create, edit, and produce professional documents.**

**Meeting the Outcome:** Microsoft PowerPoint is the standard used for presentations in many environments. However, to avoid “Death by PowerPoint” PowerPoint must be used correctly, and presentations can be greatly enhanced by including materials produced by other applications. Slides need to be well-designed with deliberate focus. The slides should be readable from a distance. Font size, images, charts, animations, and other effects can keep the audience’s attention and focus. Slides with content produced by other applications can also drive the presentation. I include a sample of materials produced by other applications below in the screenshots.

**Meeting the Outcome:** Microsoft PowerPoint is the standard used for presentations in many environments. However, to avoid “Death by PowerPoint” PowerPoint must be used correctly, and presentations can be greatly enhanced by including materials produced by other applications. So, I require a number of materials produced by using other software.

**Assignment:** Use Microsoft PowerPoint to demonstrate a procedure or to present content of your choosing. The slides should include the following: an image (with Creative Commons license), a mind map created by mind map software, an organizational chart created by a web application, a numerical chart (created from Excel or within PowerPoint), at least one animation, at least one example of Smart Art, and recorded narration for each slide. The PowerPoint presentations should use good design principles as outlined by David Phillips.

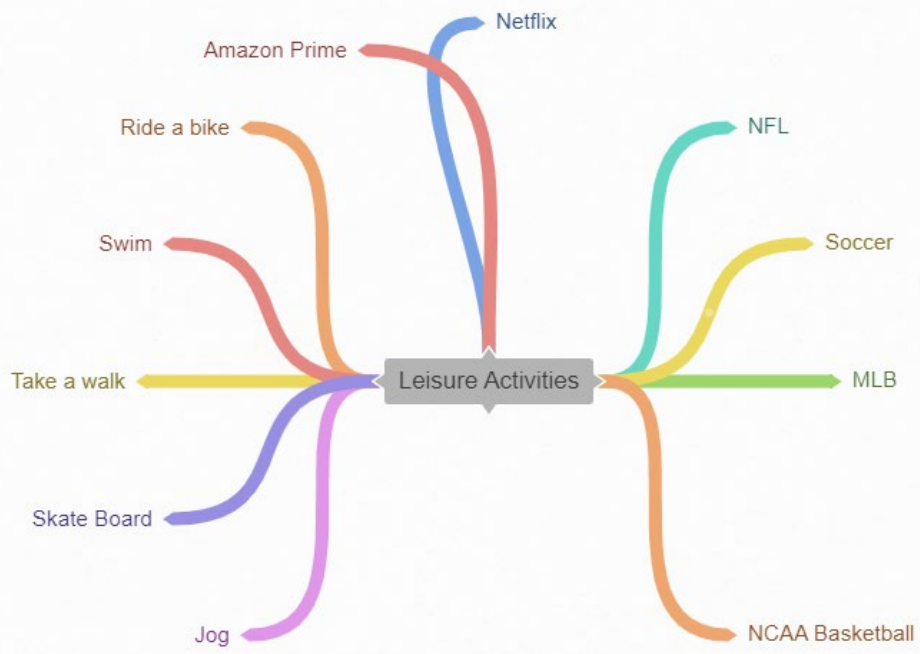
Criteria	Not Proficient Score: 60 - 69	Developing Proficiency Score: 70 - 79	Proficient Score: 80 - 89	Exceeding Proficiency Score: 90 - 100	Score /100
<b>Completeness</b>	Everything should be included: image with Creative Commons License,	Everything should be included: image with Creative Commons License,	Everything should be included: image with Creative Commons License,	Everything is included: image with Creative Commons License,	5/100
	mind map,	mind map,	mind map,	mind map,	5/100
				organizational chart,	5/100

	organizational chart,  numerical chart,  animation,  SmartArt,  and recorded narration.  All items are well-designed and complete.	organizational chart,  numerical chart,  animation,  SmartArt,  and recorded narration.  All items are well-designed and complete.	organizational chart,  numerical chart,  animation,  SmartArt,  and recorded narration.  All items are well-designed and complete.	numerical chart,  animation,  SmartArt,  and recorded narration.  All items are well-designed and complete.	5/100  5/100  5/100  5/100
<b>Software Skill</b>	Skill in using the software is not evident in the creation of the animations, SmartArt, voice recording, mind maps, charts, use of the image, etc. There are significant problems with 3 or more of these creations.	Skill in using the software is evident in the creation of the animations, SmartArt, voice recording, mind maps, charts, etc. However, a number of them have some minor flaws.	Skill in using the software is evident in the creation of the animations, SmartArt, voice recording, mind maps, charts, etc.	Exceptional skill in using the software is evident in the creation of the animations, SmartArt, voice recording, mind maps, charts, etc.	/20
<b>Quality of Content</b>	The content is generally of low quality (charts, voice recording, animation, image, mindmap, and organization chart).	The quality of the content is acceptable.	Some of the content is quite good. The rest is acceptable.	The content is exceptional. All of the slides display exceptional content.	/20

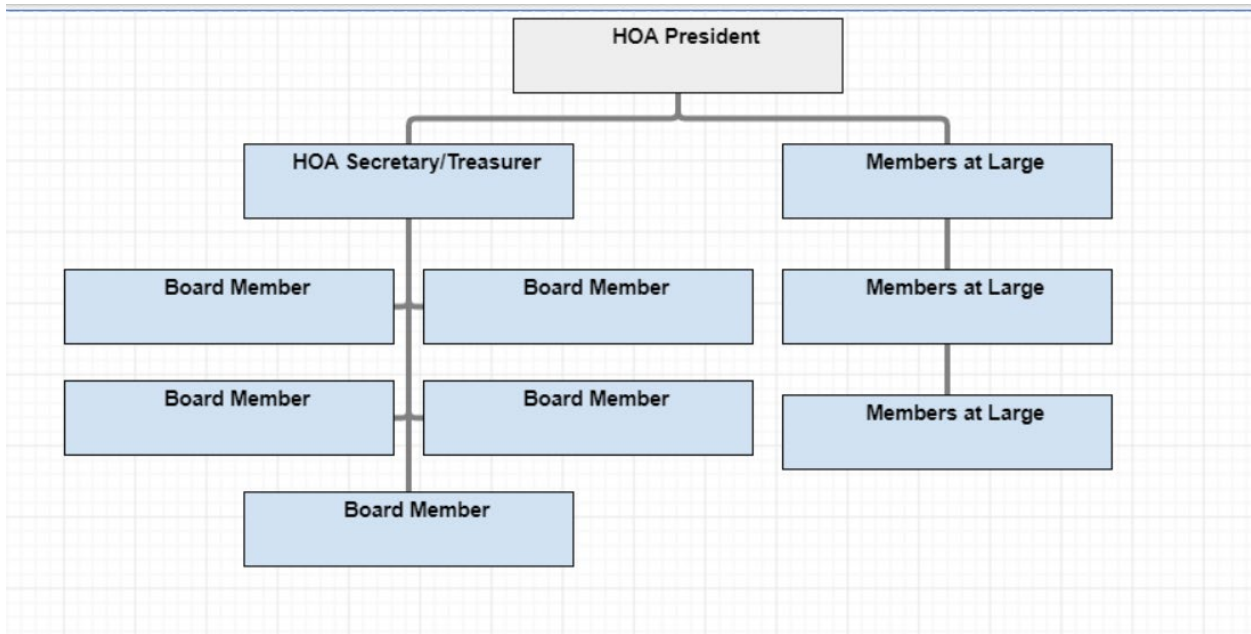
<b>Follows Good Design Principles</b>	The presentation has little evidence of a coherent design. Some elements are missing. Elements in the slide distract from the message. The verbal narrative does not show much structure.	There is evidence of an overall design. The slides mostly communicate a central message. Most of the individual slides contain one message per slide and have a central focus.	There is clear evidence of an overall design. The slides have focus. Images reinforce the message. The animation is appropriate for the message being conveyed. The verbal presentation also is well done.	The overall work is exceptional. There is one message per slide. The focus is controlled by font size, animation, and contrast. The slides flow well from one to the other. The images reinforce the message. The verbal commentary is done very well.	/25
<b>Total</b>					/100

I have included examples of mindmaps, charts, and organization charts.

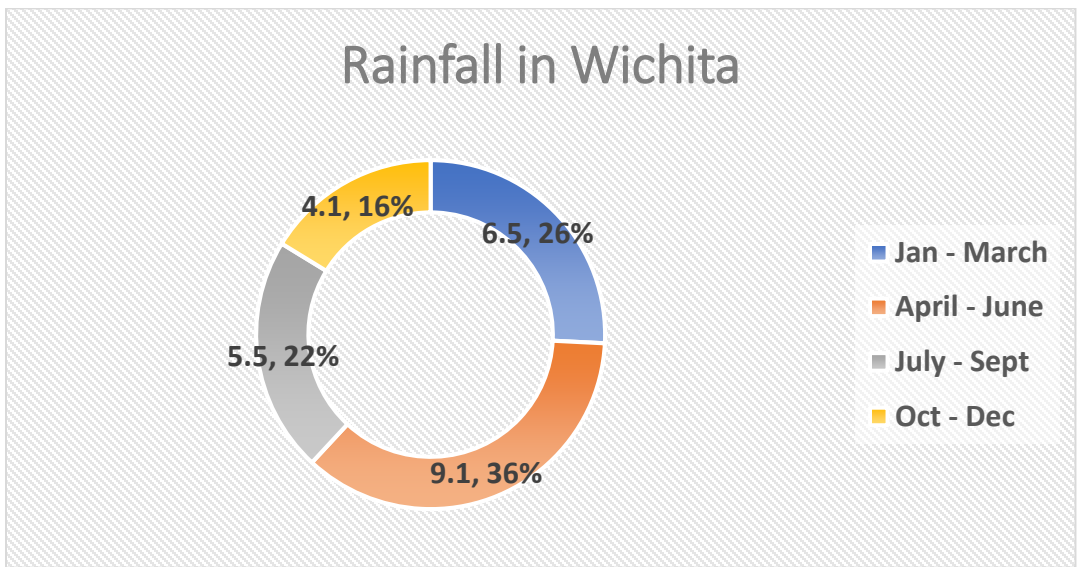
Mindmap Example created by using [coggle.it](http://coggle.it)



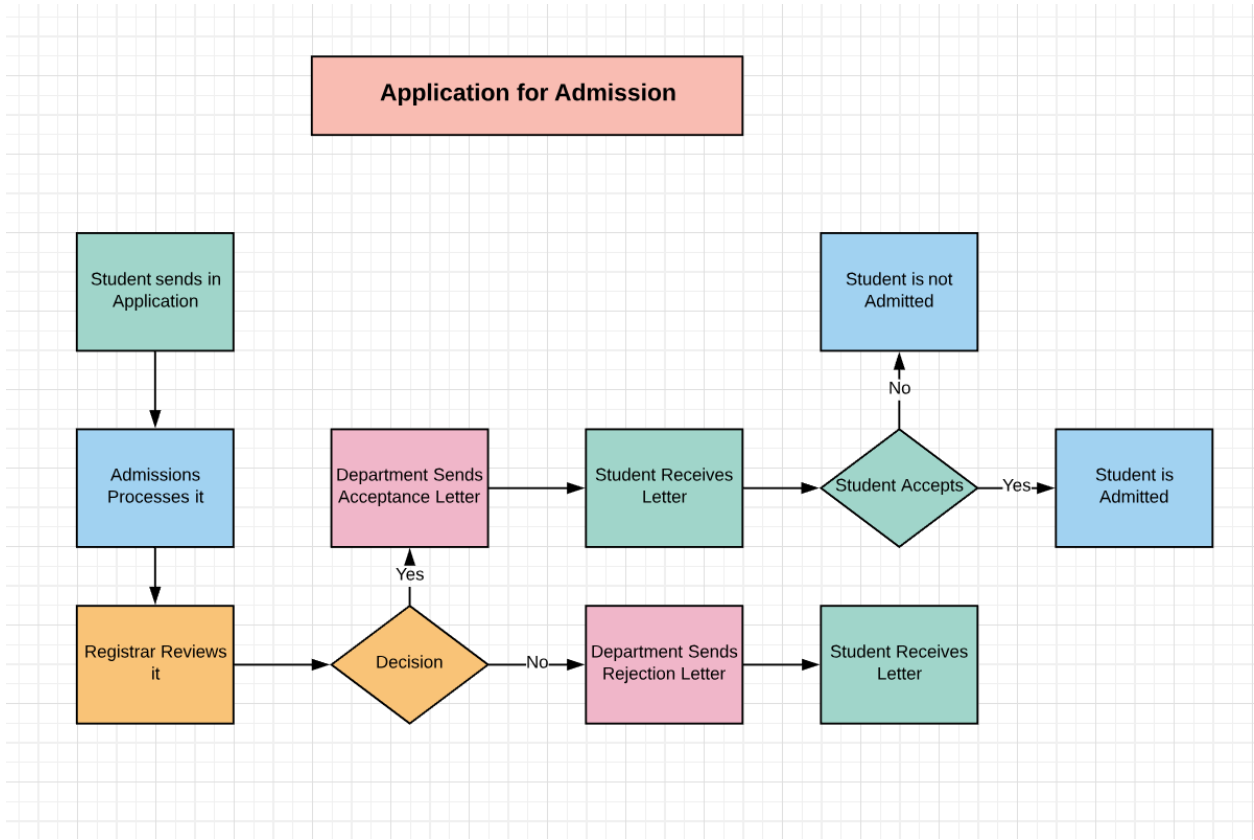
Example of an Organization Chart



Example of a donut chart.

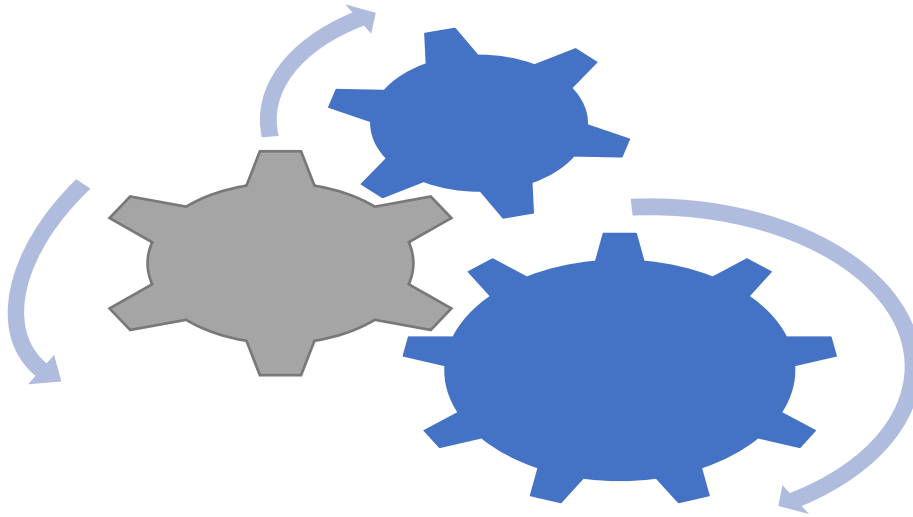


Example of a flowchart.



Example of SmartArt.





## **Outcome #4:**

### **Collaboration Using Microsoft Word**

**General Education Objective 1.3: Computer Literacy Requirement: Successfully perform a task with others using collaborative technology.**

**Meeting the Outcome: Microsoft Word** now has very good collaborative features. When Track Changes is turned on, users can see changes others have made and comments that others are suggesting. This can be done in real time or asynchronously. By sharing files that have been saved to OneDrive users can see changes being made to documents in real time and who is making the changes. After changes are made and comments or other changes suggested, the original author can decide to accept or to reject the changes. Finally, the author can clean up the document to remove the comments and to preserve privacy by cleaning up the file's metadata. The students submit one document with all of the commentary and the suggested changes, and then they submit a second document that incorporates the changes and removes the commentary and cleans up the metadata. Good collaboration requires editing skills. To demonstrate that students know how to use good editing practices, they download a document that requires them to do a variety of editing tasks.

**Assignment Part 1:** Reflect on the various aspects of social media. From the perspective of being responsible digital citizen who wishes to engage in positive, safe, legal and ethical behavior in using social media, write a brief opinion piece on the effects of social media. Think about how social media (Twitter, Facebook, WhatsApp, Instagram, WeChat, and others) has

been used and misused. Comment on how it has influenced elections and public opinion. Briefly comment on how it has affected social and political movements around the world. Give several examples. Share your document with at least one other person (give them edit privileges) and ask them to comment on your document with at least three comments and to make changes to your wording. Turn on Track Changes and upload the document with commentary. Then accept or reject the suggested changes, remove the comments, and clean up the metadata to protect privacy and upload the finished document.

**Assignment Part 2:** Download the document to edit and follow the editing instructions. Since editing requires using good grammar, make grammar corrections when prompted. Also, show that you can so the following tasks: use the replace function in Word to change words throughout the document (or make corrections), use the bookmark function in Word to assist others in editing, use the synonym capability to change wording, and use specialty symbols when needed.

Part 1

Criteria	Not Proficient  Score: 30 - 34.5	Developing Proficiency  Score: 35 – 39.5	Proficient  Score: 40- 44.5	Exceeding Proficiency  Score: 45-50	Score /50
Mechanics of Sharing Documents	The document has been saved to OneDrive and shared with edit privileges.	The document has been saved to OneDrive and shared with edit privileges.	The document has been saved to OneDrive and shared with edit privileges.	The document has been saved to OneDrive and shared with edit privileges.	5/50
	Track Changes has been turned on.	Track Changes has been turned on.	Track Changes has been turned on.	Track Changes has been turned on.	5/50
	One or more commentators have made comments in the document and/or changed wording in the document.	One or more commentators have made comments in the document and/or changed wording in the document.	One or more commentators have made comments in the document and/or changed	One or more commentators have made comments in the document and/or changed	10/50
				The document with all of the commentary has been uploaded.	5/50
				There is evidence that the document has been cleaned up using Microsoft’s Inspect Document function or the Mac’s Privacy function. The metadata no longer discloses private information.	5/50

	<p>The document with all of the commentary has been uploaded.</p> <p>There is evidence that the document has been cleaned up using Microsoft's Inspect Document function or the Mac's Privacy function. The metadata no longer discloses private information.</p>	<p>The document with all of the commentary has been uploaded.</p> <p>There is evidence that the document has been cleaned up using Microsoft's Inspect Document function or the Mac's Privacy function. The metadata no longer discloses private information.</p>	<p>wording in the document.</p> <p>The document with all of the commentary has been uploaded.</p> <p>There is evidence that the document has been cleaned up using Microsoft's Inspect Document function or the Mac's Privacy function. The metadata no longer discloses private information.</p>		
Reflections on Social Media	<p>There is clear evidence of reflection on the uses and misuses of social media. There are very pertinent examples of how it has influenced</p>	<p>There is clear evidence of reflection on the uses and misuses of social media. There are very pertinent examples of how it has influenced</p>	<p>There is clear evidence of reflection on the uses and misuses of social media. There are</p>	<p>There is clear evidence of reflection on the uses and misuses of social media. There are very pertinent examples of how it has influenced elections and affected social movements. The evidence cited is relatively strong. The writing style is quite professional.</p>	20/50

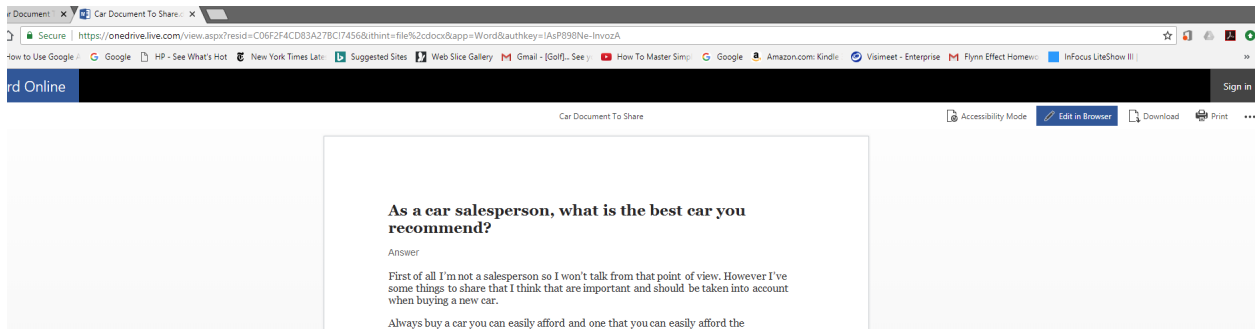
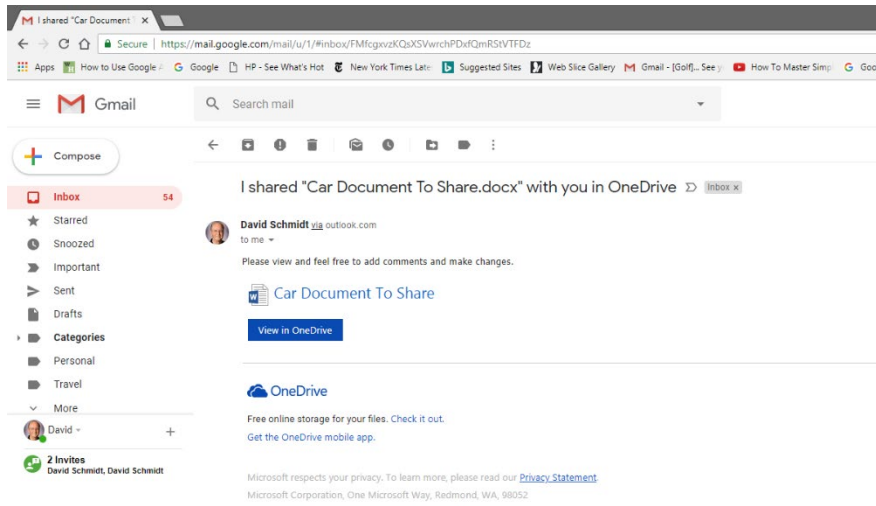
	elections and affected social movements. The evidence cited is relatively strong. The writing style is quite professional.	elections and affected social movements. The evidence cited is relatively strong. The writing style is quite professional.	very pertinent examples of how it has influenced elections and affected social movements. The evidence cited is relatively strong. The writing style is quite professional.		
<b>Total Points</b>					/50

**Part 2**

<b>Criteria</b>	<b>Not Proficient Score: 30 – 34.5</b>	<b>Developing Proficiency Score: 35 – 39.5</b>	<b>Proficient Score: 40 – 44.5</b>	<b>Exceeding Proficiency Score: 45 - 50</b>	<b>Score /50</b>
Using Symbols	The three symbols are not inserted.	Fewer than three symbols are correctly inserted.	The three symbols are correctly inserted.	Using the <b>Document for Students to Edit</b> the student has inserted the copyright, trademark, and arrow symbols.	10/50
Synonyms	No synonym is inserted or an incorrect synonym is inserted.	The student has inserted a synonym for epitome.	The student has inserted a synonym for epitome.	The student has inserted a synonym for epitome.	10/50
Grammar	The grammar problem was not corrected.	An attempt was made to correct the	The grammar problem	The grammar problem was corrected.	10/50

		grammar issue, but it is not correct.	was corrected.		
Misspelled Words	The misspelled word was not corrected.	The misspelled word was corrected.	The misspelled word was corrected.	The misspelled word was corrected.	5/50
Rewriting Sentences	The suggestion was ignored.	The Word suggestion was accepted.	The Word suggestion was accepted.	The Word suggestion was accepted.	5/50
Bookmark	The bookmark was not created.	The bookmark was created.	The bookmark was created.	The bookmark was created.	5/50
Replace Function	The replace function was not used correctly.	The replace function was used to make changes to the indicated word.	The replace function was used to make changes to the indicated word.	The replace function was used to make changes to the indicated word.	5/50
<b>Total Points</b>					/50

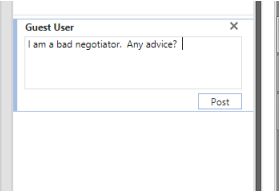
This is an example of a document showing that there is collaboration.



**As a car salesperson, what is the best car you recommend?**

Answer

First of all I'm not a salesperson so I won't talk from that point of view. However I've some things to share that I think that are important and should be taken into account when buying a new car.



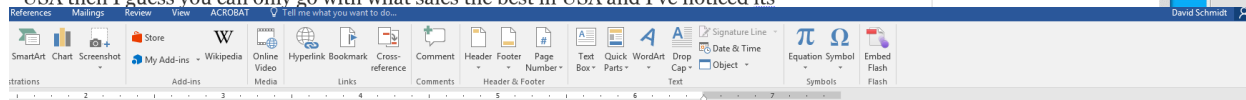
cars like Tesla, but then again I don't take this into account, because even though it's amazing it might not be the best car for you (see second paragraph). So, if it is something I could afford, I could/should buy it? █



Don't buy the wrong type of car if it doesn't suite your environment, or what you do with it. (EG buy an SUV just because its an SUV, not because you really need it, or a pickup because its got nice 4x4 capabilities, but you never have to carry or go off road and mainly use it in the town)

Skip options you don't really need, they are usually costly and its not worth it. ¶

And now to answer your question it very much depends on where are you from. If in USA then I guess you can only go with what sales the best in USA and I've noticed its




e one you got from the 1st dealership. This of course doesn't apply to then again I don't take this into account, because even though it's ot be the best car for you (see second paragraph). So, if it is fford, I could/should buy it?

something that you like and don't judge the cars purely objectively. ell in it and make sure you feel good while driving it. Remember ore time inside the car than outside looking at it, so interior is very re it has all the gadgets you like and need in a car, don't make s many options as possible (that you need) for as cheap as possible


your current car in, don't give your car keys or other papers to the ad some disturbing things on Quora regarding this and I think it's ecause they are like vultures. So, what do they do with your car?

g type of car if it doesn't suite your environment, or what you do with just because its an SUV, not because you really need it, or a pickup 4x4 capabilities, but you never have to carry or go off road and town)

n't really need, they are usually costly and its not worth it. ¶

 **Guest User**  
Such as sunroof? sporty hub

 **David Schmidt**  
Good comment.

 **Guest User**  
I am a bad negotiator. Any advice?

 **Guest User**  
Such as sunroof? sporty hubcaps?





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Differences in the Surface Web, the Deep Web and the Dark Web	The Surface Web is not explained with any depth.	The Surface Web is explained in elementary terms.	The Surface Web is explained with technical understanding.	The Surface Web is explained quite well.	5/100
	The Deep Web is not explained with any depth.	The Deep Web is explained but superficially.	The Deep Web is explained with technical understanding	The Deep Web is explained quite well.	5/100
	The Dark Web is not explained at all or with any depth.	The Dark Web is explained but not with much depth.	The Dark Web is explained with technical understanding.	The Dark Web is explained with great insight.	5/100
Radical Libertarian Beliefs about the Web	The answer shows that the concept is not understood.	The answer shows some superficial understanding of the concept.	There is evidence of reflection on the nature of radical libertarian beliefs and the pitfalls associated with those beliefs.	The student has a good grasp of the nature of radical libertarian beliefs and on how those beliefs can lead to crossing the line into illegal activity on the web.	15/100
Companies Using and Misusing our Data	Three ways that companies entice customers to give up their data are not documented nor well explained. The ethical or unethical	Three ways that companies entice customers to give up their data are documented but not explained well. The ethical or unethical	Three ways that companies entice customers to give up their data are documented and explained. The ethical or unethical aspects of	Three ways that companies entice customers to give up their data are documented and explained. The ethical or unethical aspects of collecting and using the data discussed in	35/100

	aspects of collecting and using the data discussed superficially.	aspects of collecting and using the data discussed superficially.	collecting and using the data discussed in some depth.	depth. The student clearly understands ethical issues related to data.	
<b>Total Points</b>				<b>100</b>	100