

**SOUTHWESTERN OK STATE UNIVERSITY
GENERAL EDUCATION ASSESSMENT**

Brian Rickel
Semester: Fall2016
Campus: Weatherford
Course: COMSC 1023 Computer & Info. Access

Choose at least one goal from Goals 1-4 and select one or more sub-goal criteria to assess from the Goal(s) you have chosen.

GOAL 1 Demonstrate competency in communication and computer literacy.
Goal 1a Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.

Choose a minimum of two of the 5Cs from Goal five to assess.

GOAL 5 Demonstrate achievement of intellectual and professional aptitudes.
Goal 5b Creativity: Develop and design an authentic project or creative works related to academic content.
Goal 5c Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.

Assessment Measures: What measure(s) were used to assess the sub-goals that you selected?

Essay exams / discussion questions
Creative Works (art, music, etc.)
Research / term papers

Please describe in detail the assessment measure(s) that you used for each sub-goal criteria assessed.

GOAL 1 Demonstrate competency in communication and computer literacy.

Goal 1a Discussion Questions: Using Canvas, the students will answer questions about the use of technology in their majors for the rest of the class to view. They will also respond to at least two other students' posts. At least two times during the year, while learning different programs in Microsoft Office (probably Word and Access), the instructor will pose a question to the class in Canvas. Students will be required to answer the question as it relates to their chosen major or area of interest (if major is undecided). They must post their answer within three days of the initial question discussion being opened. It should be approximately 100 words long with correct spelling and grammar. The students will then have two days to comment or respond to two other student's initial post. These responses should be at least 50 words each with correct grammar and spelling. To submit the posts for grading, the student will need to create a Word document with their name, course section, initial post, and both responses all in the same Word document. By the last due date, the document will need to be uploaded to a Canvas drop box through Turnitin. Instructions will be given during class about using Canvas and Turnitin. Grading: Graded on a percentage basis, the following values will be given to these criteria for each discussion assignment: -Complete and thorough initial post: 20% -Complete and thorough responses: 20% -Correct spelling and grammar: 20% -Required number of posts: 20% - Word document correctly uploaded to drop box: 20% The discussion assignment evaluation will be graded primarily based on the uploaded Word document. Posts will be read by the instructor on the discussion board, and the instructor may also post thoughts about the discussion. The spelling and grammar will be evaluated in the Word document. Therefore, if a student realizes a mistake was made in one of the posts, it may be corrected in the Word document before being submitted. If necessary for clarity and understanding, the student should also post a corrected version on the discussion board. At the instructor's discretion, partial credit may be given for criteria that are only partially completed.

GOAL 5 Demonstrate achievement of intellectual and professional aptitudes.

Goal 5b Charting Data: The student will use the Internet to find current salary trends in their chosen major or area of interest (if major is undecided). The student will create at least one appropriate Excel worksheet and chart illustrating the data. The chart should include appropriate labeling and formatting to make the chart easy to understand for the average person. The chart should be moved to a separate sheet. One or more possible sources may be shared with the students, or they may search on their own. The source of the information should be cited in the footer of the chart sheet. The completed Excel file will be uploaded in a MyITLab drop box. Grading: Graded on a percentage basis, the following values will be given to these specified parts of the assignment: -Data is correctly entered in an Excel worksheet: 20% -Appropriate chart is created from data: 20% -Chart is moved to a new sheet: 10% -The new chart sheet is renamed to identify the type of information in the chart: 5% -The chart is appropriately titled, labeled, and formatted to make the chart easy to understand: 30% -The information source is cited in the footer of the chart sheet: 5% -The Excel file is correctly uploaded: 10%

Goal 5c Small Group Collaboration: Divided into groups of 4 or 5 students, each group will create a Word document and a PowerPoint presentation sharing the information each student found in the Charting Data assignment. The instructor will be divide the class into groups of 4 or 5 students (based on class enrollment) while trying to include a diversity of majors within each group. The students in each group will work together to write a Word document (approximately one-page, double-spaced) summarizing in paragraph form the information found by each student in the Charting Data assignment from Excel. The group will also create a PowerPoint presentation with a title slide, table of contents slide, and a separate slide showing each chart the members of the group created in the Excel assignment. The final slide should be a summary or closing slide. Each student is expected to contribute significantly to the project. Each member of the group will evaluate the participation level of the other group members. Grading: Graded on a percentage basis, the following values will be given to these specified parts of the assignment: -Data obtained from all members of the group are included: 15% -Correct spelling and grammar: 15% -Word document is approximately one page, double-spaced: 15% -The Word document sufficiently summarizes the data: 15% -The presentation includes appropriate slides (title, table of contents, individual charts, and closing): 15% -The Word and PowerPoint files are correctly uploaded: 10% -Evaluation of each person's participation by the other members of the group: 15%

Number of sections included in this report:	13
Number of faculty participating in assessment analysis:	1
Number of students assessed (total sample size):	390

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Name: Rickel Brian
Semester: Fall2016
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Criterion for Success: Expected criterion of student achievement for each sub-goal criterion assessed.

	95% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s).	85% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s).	75% or more students achieved 70% or higher on the Gen. Ed. Learning goal as demonstrated by the assessment measure(s).	Other:	Was the Criterion for Success met?
GOAL 1					
Goal 1a	no	no	no	yes	No
GOAL 5					
Goal 5b	no	no	no	yes	Yes
Goal 5c	no	no	no	yes	Yes

If Other, please describe the criterion(s) for success, and indicate which sub-goal(s) each applies to:

All three Goals: 75% or more students achieved 60% or higher on the Gen. Ed. Learning goal as demonstrated by the assessment measure(s)

Briefly describe in detail the strengths and weakness of student learning from each sub-goal assessed.

GOAL 1

Goal 1a A vast majority (86%) of those who completed the assignment earned 90% or above. Students who took the effort to participate and complete the discussion questions seemed to do well. The primary weakness involves students not even trying to complete the assignments. Over 80% of the failing grades were a grade of 0 for not doing the assignments.

GOAL 5

Goal 5b Over 3/4ths (76%) of the students who completed the charting assignment earned a 90% or above with over 91% earning 80% or above. Generally, students took the time to make sure the charts were complete. The primary weakness involved students not even trying to complete the assignment. Over 95% of the failing grades were a grade of 0 for not doing the assignment.

Goal 5c As a whole, the students did very well. The participation and completion rate for this assignment was about 95%. Students worked together and shared the responsibility. A small number received lower ratings by group members for not contributing and participating. Of the failing grades, 75% (18 of 24) received a 0 for not completing the assignment. Most of these students were no longer attending class and were not assigned to a group with active students.

CIA Discussion Grading Rubric

Criteria	Ratings					Points Earned
Complete and thorough initial post:	Complete and thorough, couldn't be better - 20 pts	Good answer, but could be more complete - 15 pts	Answered, but little evidence of thought - 10 pts	Answered, but didn't really address the topic - 5 pts	No post - 0 pts	
Complete and thorough responses:	Complete and thorough, couldn't be better - 20 pts	Good answer, but could be more complete - 15 pts	Answered, but little evidence of thought - 10 pts	Answered, but didn't name the person being responded to - 5 pts	No post - 0 pts	
Correct Spelling and Grammar:	No errors - 20 pts	1 to 3 errors - 15 pts	4 to 5 errors - 10 pts	6 to 10 errors - 5 pts	Over 10 errors - 0 pts	
Required number of posts:	All 3 posts - 20 pts	Initial post & 1 response - 15 pts	Initial post & no responses - 10 pts	Responses only - 5 pts	No post - 0 pts	
Word document correctly uploaded to dropbox:	Word document uploaded in Turnitin with correct name - 20 pts	Uploaded correctly with wrong file name - 15 pts	Uploaded with correct name, but not through Turnitin - 10 pts	Uploaded, not through Turnitin, wrong file name - 5 pts	Not uploaded - 0 pts	
Total Points						0

Charting Data

Grading Criteria

This assignment will be graded on a percentage basis. You can use the following scale when assigning grades. Enter points earned in the right column for each criteria, and the total grade will calculate at the bottom.

Criteria	Degree of Completeness						Total Points
	None						
Data is correctly entered and formatted in an Excel worksheet: 20 points total	0	4	8	12	16	20	
Appropriate chart is created from data: 20 points possible	0	4	8	12	16	20	
Chart is moved to a new sheet: 10 points possible	0	2	4	6	8	10	
The new chart sheet is renamed to identify the type of information in the chart: 5 points	0	1	2	3	4	5	
The chart is appropriately titled, labeled, and formatted to make the chart easy to understand: 30 points possible	0	6	12	18	24	30	
The information source is cited in the footer of both sheets: 5 points possible	0	1	2	3	4	5	
The Excel file is correctly named and uploaded: 10 points possible	0	2	4	6	8	10	
Assignment Grade							0

Group Document Grading Rubric

Criteria	Ratings			Points Earned
Data obtained from all members of the group are included:	Data from every group member is represented - 7 pts	Data from one member is missing - 4 pts		Data from two or more members is missing - 0 pts
Word document is approximately one page, double-spaced, 12 pt. (approx 250 words):	3/4 to 1 page long, double spaced, 12 pt type - 15 pts	Meets 2 of the 3 criteria and is still approx 250 words - 10 pts	Only meeting 1 of the three criteria - 5 pts	Doesn't meet any of the 3 criteria - 0 pts
The Word document sufficiently summarizes the data:	Very clear and easy to understand - 15 pts	Organized well, but difficult to understand - 10 pts	Hard to follow and understand information - 5 pts	Doesn't make sense - 0 pts
Correct Spelling and Grammar:	2 or fewer errors - 8 pts	3 to 7 errors - 4 pts		Over 7 errors - 0 pts
The Word file is correctly named and uploaded:	Uploaded and named correctly - 5 pts	Uploaded, but not named correctly - 3 pts		No upload - 0 pts
Total Points				0

Group Presentation Grading Rubric

Criteria	Ratings			Points Earned
Data obtained from all members of the group are included:	Data from every group member is represented - 7 pts	Data from one member is missing - 4 pts		Data from two or more members is missing - 0 pts
Correct Spelling and Grammar:	2 or fewer errors - 8 pts	3 to 7 errors - 4 pts		Over 7 errors - 0 pts
The presentation includes appropriate slides (title, table of contents, individual charts, and closing)	Includes all required slides - 15 pts	Includes title and content slides, but missing either the contents or closing - 10 pts	Includes content slides, but missing either the title and/or both contents & closing - 5 pts	No upload - 0 pts
The PowerPoint file is correctly named and uploaded:	Uploaded and named correctly - 5 pts	Uploaded, but not named correctly - 3 pts		No upload - 0 pts
Evaluation of each person's participation by the other members of the group:	15 or higher - 15 pts	10 to 14 - 10 pts	5 to 9 - 5 pts	Less than 5 - 0 pts
Total Points				0

Name: _____

Group # _____

Group Member Participation Rating

Everyone in your group will receive the same grade on 85% of the project. The other 15% of your grade will be determined by your group members' perception of your participation in the group. You are not rating yourself, only your group members.

1. Write each group member's name in a separate box below.
2. You need to divide 70 points (55 points if there are 4 in your group) among your group members according to their participation in the project. If some individuals did more than others, they deserve a higher proportion of the points. On the other hand, if everyone contributed equally, the points should be divided equally.
3. Add any comments about your reasoning for the rating. If you rate someone with fewer than 15 points, I need to know why to justify a reduction in points earned.
4. Your 15% of the grade will be determined by an average of your group members' ratings of you.
5. The scale is based on groups with 5 members. It will be adjusted if your group size is different

Member:	Rating:
Comments:	
Member:	Rating:
Comments:	
Member:	Rating:
Comments:	
Member:	Rating:
Comments:	
Total of all Ratings should equal 70 (55 for a 4 member group)	

COMSC 1023 – Computer Information Access

Fall 2016

Course Syllabus

Instructor Contact Information

NAME: *Dr. Brian Rickel*

PHONE: *580-774-3116*

EMAIL: *brian.rickel@swosu.edu*

OFFICE: *Stafford 310*

Office Hours

I am usually on campus from 8:00 to 4:00 pm, Monday through Friday. Please feel free to contact me via email, by phone, or come by my office. My current office hours will be posted on my door, Stafford 310. If you can't make it during my scheduled office hours, please contact me to schedule a time. I will do my best to alter my schedule to meet your needs. I do check email and voice mail on Saturday and Sunday, however, my response time could be delayed.

Email

*When sending me an email please include **CIA1401** in the subject line. It is **only** to be used for official purposes (i.e., do **not** send me any forwarded messages, do **not** send me anything you download off the Internet, do **not** add me to any of your 'group' messages, etc.).*

Course Information

The course is COMSC 1023 Section 1401. It meets from 8:00 to 8:50 am on Monday, Wednesday, and Friday, in Stafford rooms 129 and 130.

Course Prerequisite

No prerequisite is required.

Course Description

Introduction to computers, computer software, and the use of computers to access information for general education students. Includes an introduction to computer concepts and security, operating systems, and computer applications, including Word, Excel, PowerPoint, and Access.

Required Materials

- **MyITLab** – This course utilizes the MyITLab to complete the majority of the course tasks. MyITLab is an online application provided by Pearson. To access the application, you will need to purchase an access code.
 - There is an option to obtain access to the MyITLab at no cost for 2 weeks, via our course. I will guide you through this process the first day or two of class.
 - At the end of the two weeks, you must pay to continue using the MyITLab application.
 - If you have not paid after 2 weeks, your name and grades will be removed from the MyITLab gradebook and I cannot retrieve them until you purchase the code.

Course materials may be purchased at the Follett or Ratcliffe's bookstores. You must have either a physical textbook, or an e-text version of the textbook. Please choose one of the following two options:

EITHER:

MyITLab w/ Pearson e-text for GO! w/ Microsoft Office 2013 (Access Card w/ e-text) (ISBN: 9780133775068) (Includes e-text, but no physical textbook)

OR:

BUNDLE (ISBN: 9780133820768) that includes GO! w/ Microsoft Office 2013, Volume 1 textbook (#9780133142662) + MyITLab Access Code Card (#9780133775068) (Includes physical textbook)

Note: Only you know your skill level in working with these applications, so keep that in mind when deciding whether to purchase a textbook. If you are undecided, keep in mind that the price of the e-textbook increases if you do not purchase it at registration. FYI: One of the three options for learning materials used to cover course information requires the purchase of an e-book. It links you to the pages of the e-book relating to your assignment. However, there are two additional learning materials available if you do not purchase the e-book. If you have the physical textbook, you can look up the same information in your book.

- **Microsoft Office 2013** –All course materials are designed using Office 2013.
 - Due to differences between the application versions, only Office 2013 should be used. Office 2016 will also work for most applications. This includes Word, Excel, Access, and PowerPoint. If you don't have this software on your own computer, you may need to plan on spending time in the computer lab.
 - If you are using a MAC, you may use it for the simulation training and exams only, as Pearson cannot guarantee that the "grader" assignments will be graded with 100% accuracy. These files must be downloaded and completed in Office 2013. The completed files are then uploaded in MyITLab to be graded.
 - Please do not use another type of software (Google Docs, OpenOffice) and save the files as a Microsoft application type. MyITLab will recognize this and either not accept the documents or post zero points when grading.
 - Microsoft Office 2013 is available to SWOSU students at no cost through your student email (Office 365). Please see the "Office 365 Installation" document found in the [Information Technology Services](#) page of the SWOSU website. By default, it will download the most recent version of Microsoft Office. There may be an option to download an earlier version. If possible, download Office 2013 for this course.

- **Flash Drive** – You need to save your documents on a flash drive (USB drive). Sometimes you may not complete an assignment in class. If you save it on the computer, it will be erased when you log off. Also, there will be some assignments that require using a document that you previously created in an earlier assignment.

Course Policies

Attendance Policy

You are expected to attend class on scheduled days unless I announce that a particular day is optional. Many times announcements and instructions are given during class that you may not receive if you are absent. Weekly exams, weekly project assessments, application exams and assessments, and the final exams may not be submitted late without prior authorization by the instructor. Every attempt needs to be made to be in class when a test is scheduled. I will work with you to schedule make up opportunities if I deem your reason to be excusable.

- **Excused Absences** – For an absence to be excused, I must have notice before class.
 - If something is scheduled during class time in which you had no other options (i.e. Doctor's appointment), send me an email ahead of time.
 - If you wake up in the morning ill or with a fever, send me an email before class time.
 - If you are going to miss class due to a school event, I must have written notice in either print or email from the advisor or coach in advance.
- **Unexcused Absences** – “Overslept,” “my alarm didn't go off,” “I didn't have the money to get back to Weatherford after the break,” and “my parents wanted me to stay home,” are NOT excusable reasons to skip class.
- If you know ahead of time that you will be missing class, send me an email explaining why you will be absent. I will then let you know if it is an excusable reason. **COMMUNICATION** is the key. I understand that “life” happens, but you need to take responsibility and let me know in advance, when possible. Unusual circumstances will be taken on a case-by-case basis.
- **Tardy Policy** – You are expected to be on time to class. For security reasons, the classroom doors are closed and locked about 5 minutes after the start of class. It causes disruption when someone else has to get up to open the door for you. If you develop a habit of being late, we will talk.

Late Assignment Policy

Every attempt should be made to complete Skill-Based Training Simulations and Grader Homework assignments on time. These are the primary method of learning and practicing the skills you are learning. If you don't complete them before the exams and assessments, you may not know what to do on the exam. Also, trainings and grader homework grades will be reduced by 10% for every day (or portion of a day) they are overdue. The tentative schedule in this document includes the likely due dates. Pay close attention to the due date on the assignments in MyITLab.

Lab Days

You are still expected to attend class on any day listed as a “Lab Day” on the class daily schedule. These days are designed to give you an opportunity to work during class time and ask questions. No new material will be covered during these days.

Student Technical Expertise

Our classroom, the Stafford Computer Lab (Rm 128) and the Library computers are set up for MyITLab. Your home computer, however, may not be able to work with the application. For homework, and trainings outside of class, you will need to make sure your computer meets the specification requirements. The system and browser requirements can be found on this Pearson My Lab and Mastering website:

<http://www.pearsonmylabandmastering.com/northamerica/myitlab/system-requirements-office-2013/index.html>. If you have any questions while doing this, and have a laptop, make an appointment with me to help you during my office hours. CAUTION: When connecting to MyITLab, you need a good, reliable Internet connection. I would not recommend using shared wireless Internet access. It may cause the activities to run slow, or even disconnect. If you lose connection in the middle of an assignment, you may have to start over. If you have the option of using swosuair or going to the computer lab, choose the lab.

Assignment and Grade Information

All MyITLab assignments, due dates, and grade information will be listed and maintained in MyITLab. Canvas assignments and grades will be shown only in Canvas. During the semester, MyITLab grades will be linked or transferred to Canvas. As MyITLab grades are entered in Canvas, your official course grade will show in Canvas.

Electronic Devices

No cellphones are to be visible in class. This means put them in your backpack, pocket or purse. No headphones or earbuds, either. I may need to make announcements or give additional instructions during class, and you will need to hear the information.

Instructor Participation

I intend to be in the classroom for every class meeting. I will be online at times throughout the workday to check for messages via Canvas or email. To the best of my ability, I will respond to messages within 24 hours. As you complete tasks in MyITLab, your grade should update within a couple hours. If you feel this is not happening, please notify me.

General Education Goals

At the conclusion of this course the following General Education Goals will have been covered.

1a. Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.

The students will express ideas about the use of technology in their majors to the rest of the class through Canvas discussion questions. They will also respond to other students' posts.

5b. Creativity: Develop and design an authentic project or creative works related to academic content.

The student will apply Excel skills to create a spreadsheet, including 1 or more charts, illustrating current statistical information regarding the job market for his/her chosen field of study.

5c. *Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.*

Working in a small group, the students will collaborate in a project including individual research in major areas (from the spreadsheet in goal #2), and presenting the cumulative research results in a Word document and PowerPoint presentation.

Course Learning Objectives/Goals

At the conclusion of this course the students should know and be able to:

- 1. *Demonstrate an understanding of computer concepts and operating systems by:***
 - a. *Using a Windows operating system to carry out routine operations including:*
 - i. *Launching software*
 - ii. *Creating, copying, deleting and renaming files and folders*
 - iii. *Downloading and unzipping compressed files, and uploading completed files*
 - b. *Applying file management skills by creating a personalized file folder tree for organizing files*
- 2. *Demonstrate an understanding of proper safety and security features when working with computer hardware, computer software, and data files***
- 3. *Demonstrate how to use Microsoft Word 2013 to:***
 - a. *Create, edit, save, format, and print documents*
 - b. *Create, save, and utilize document templates*
 - c. *Format documents as reports with citations and bibliography*
 - d. *Add objects such as graphics, tables and charts*
 - e. *Revise documents via the grammar and spelling checker tools*
 - f. *Edit the header and footer section*
- 4. *Demonstrate how to use Microsoft Excel 2013 to:***
 - a. *Create, edit, save, and print an Excel Workbook*
 - b. *Add data, formulas and built-in functions to a new document*
 - c. *Modify the data, formulas and built-in functions in an existing file*
 - d. *Creating charts and graphs*
 - e. *Perform Goal Seek/What If Analysis*
- 5. *Demonstrate how to use Microsoft Access 2013 to:***
 - a. *Create new databases via the adding of:*
 - i. *Tables*
 - ii. *Relationships*
 - iii. *Queries*
 - iv. *Forms*
 - v. *Reports*
 - b. *Modify existing databases, via the editing of*
 - i. *Tables*
 - ii. *Relationship*

- iii. *Queries*
- iv. *Forms*
- v. *Reports*
- c. *Import an Excel spreadsheet as a table*

6. Demonstrate how to use Microsoft PowerPoint 2013 to:

- a. *Create Presentations, by adding:*
 - i. *Text*
 - ii. *Graphics*
 - iii. *Audio*
 - iv. *Animations*
 - v. *Transitions*
- b. *Edit all objects in an existing presentation*

Course Learning Activities/Assignments

This course includes the general use of the computer as well as 4 applications: Word, Excel, Access and PowerPoint. In each application, three chapters are covered in one-week periods. Throughout the course there will be several types of assignments.

- **Weekly assignments:**
 - *Two Skill-Based Training Simulations (CO 1, 3-6)*
 - *One Grader Project Homework Assignment (CO 1, 3-6)*
 - *One Grader Project Assessment Assignment (CO 1, 3-6)*
- **Application Level Exams: Following the third chapter of each application:**
 - *Skill-Based Comprehensive Exam*
 - *Application Comprehensive Grader Project Capstone Assignment (CO 1, 3-6)*
- **Final Exam, consisting of:**
 - *Skill-Based Comprehensive Exam*
 - *Final Integrated Project using all 4 applications (CO 1, 3-6)*
- **File Management:**
 - *One activity to create a personalized file folder tree (CO 1)*
- **Computer Security:**
 - *One objective quiz over Computer Security instruction (CO 2)*
- **Discussion Questions:**
 - *Two Canvas discussion questions at different time during the semester (during Word and Access) (GE 1a)*
- **Charting Data:**
 - *One worksheet and chart based on data found through research (CO 4a-4d; GE 5b)*
- **Collaborative Small Group:**
 - *One Word document and one PowerPoint presentation created as a small group (CO 3a, 3c, 3e, 3f; GE 5c)*

Basic Instructions (more details to follow at the time of each assignment):

- **Skill-Based Assignments:** All skill-based assignments will be completed in MyITLab in simulation format.

- **Grader Projects:** For all grader projects, download and extract the files from MyITLab. Follow the accompanying instructions to complete the projects in the correct Office programs. Upload the finished file in MyITLab for grading.
- **File Management:** Create a personalized computer file folder system for organizing and storing files. The root folder will have the student's name, and within this folder will be folders for each course the student is taking and other desired folders (i.e. personal, family photos, etc.) with a minimum of 5 folders. The activity will be submitted by taking screenshots of the student's folder and the computer course folder. The screenshot pictures will be inserted on a Word document. The Word document will then be uploaded to a drop box in MyITLab.
- **Computer Security:** Complete objective quiz which includes multiple choice, true/false, and matching questions.
- **Discussion Questions:** In Canvas, the students' initial answer is to relate to their chosen major or area of interest (if major is undecided). It should be approximately 100 words long with correct spelling and grammar. The students will then respond to at least two other student's initial posts. These responses should be at least 50 words each with correct grammar and spelling.
To submit the posts for grading, the student will need to create a Word document with their name, course section, initial post, and both responses all in the same Word document. By the last due date, the document will need to be uploaded to a Canvas drop box through Turnitin.
- **Charting Data:** Students are to use the Internet to find current salary trends in their chosen major or area of interest (if major is undecided). The student will create at least one appropriate Excel worksheet and chart illustrating the data. The chart should include appropriate labeling and formatting to make the chart easy to understand for the average person. The chart should be moved to a new sheet. The source of the information should be cited in the footer of the chart sheet. The completed Excel file will be uploaded in a MyITLab drop box.
- **Collaborative Small Group:** The instructor will be divide the class into groups of 4 or 5 students (based on class enrollment) while trying to include a diversity of majors within each group. The students in each group will work together to write a Word document (approximately one-page, double-spaced) summarizing in paragraph form the information found by each student in the Charting Data assignment from Excel. The group will also create a PowerPoint presentation with a title slide, table of contents slide, and a separate slide showing each chart the members of the group created in the Excel assignment. The final slide should be a summary or closing slide.
Each student is expected to contribute significantly to the project. One document and presentation will be uploaded in Canvas and graded for each group. Each member of the group will evaluate the participation level of the other group members.

Grading Criteria:

- **Skill-Based Assignments:** Grade based on percentage of correct responses.
- **Grader Projects:** Grade based on percentage of correct responses.
- **File Management: Graded on a percentage basis, the following values will be given to these specified parts of the assignment:**
 - Root folder is labeled with the student's name: 10%
 - Minimum of 5 folders inside the root folder: 25%
 - One of the folders is labeled for the computer course: 10%
 - The computer course folder contains the course syllabus: 25%
 - The File Management folder contains correct files: 10%
 - The Word document containing the three screenshots: 10%
 - The Word document is saved, named and uploaded to the drop box in MyITLab: 10%

- **Computer Security:** Grade based on percentage of correct responses.
- **Discussion Questions: Graded on a percentage basis, the following values will be given to these criteria for each discussion assignment:**
 - Complete and thorough initial post: 20%
 - Complete and thorough responses: 20%
 - Correct spelling and grammar: 20%
 - Required number of posts: 20%
 - Word document correct named and uploaded to drop box: 20%
- **Charting Data: Graded on a percentage basis, the following values will be given to these specified parts of the assignment:**
 - Data is correctly entered and formatted in an Excel worksheet: 20%
 - Appropriate chart is created from data: 20%
 - Chart is moved to a new sheet: 10%
 - The new chart sheet is renamed to identify the type of information in the chart: 5%
 - The chart is appropriately titled, labeled, and formatted to make the chart easy to understand: 30%
 - The information source is cited in the footer of both sheets: 5%
 - The Excel file is correctly named and uploaded: 10%
- **Collaborative Small Group: Graded on a percentage basis, the following values will be given to these specified parts of the assignment (Will be split between two submitted files, 50% each):**
 - Data obtained from all members of the group are included: 14%
 - Correct spelling and grammar: 16%
 - Word document is approximately one page, double-spaced: 15%
 - The Word document sufficiently summarizes the data: 15%
 - The presentation includes appropriate slides (title, table of contents, charts, and closing): 15%
 - The Word and PowerPoint files are correctly uploaded: 10%
 - Evaluation of each person's participation by the other members of the group: 15%

Grade Breakdown and Grading Scale

Four Weighted Categories:

- **Skill-Based Trainings – 15%**
- **Homework – 15%**
 - *All Grader Project Homework assignments*
 - *Canvas Discussion questions*
- **Chapter Exams – 30%**
 - *All Grader Project Assessments*
 - *File Management assignment*
 - *Safety and Security quiz*
 - *Charting Data assignment*
- **Comprehensive Exams – 40%**
 - *All Comprehensive Skill-Based exams*
 - *All Grader Project Capstone assessments*
 - *Collaborative Small Group assignment*
 - *Final Skill-Based Exam*
 - *Final Integrated Project*

Grading Scale

- *90-100 -- A*
- *80-89 -- B*
- *70-79 -- C*
- *60-69 -- D*
- *59 and below – F*

Tentative Course Schedule

- For courses meeting on Monday, Wednesday, and Friday

CIA Daily Schedule -- MWF -- Fall 2016				
Class	Day	Date	Tasks	Homework Assignments
1	22-Aug	Course Introduction, Syllabus Highlights, MyITLab Registration		Office Features 1A and 1B Skill Based Trainings
2	24-Aug	Office Features Grader Homework		File Management PPT
3	26-Aug	Office Features Grader Assessment		
4	29-Aug	File Management discussion and assignment		Safety and Security PPT
5	31-Aug	File Management Due, Discuss Safety and Security		
6	2-Sep	Safety and Security Quiz, Introduce Word		Word Chapter 1A and 1B Skill Based Trainings
7	5-Sep	Labor Day Holiday		
8	7-Sep	Word Chapter 1 Homework		
9	9-Sep	Word Chapter 1 Grader Project Assessment		Word Chapter 2A and 2B Skill Based Trainings
10	12-Sep	Word Chapter 2 Discussion, Assign Canvas Discussion question		Canvas Discussion Question
11	14-Sep	Word Chapter 2 Grader Project Homework		
12	16-Sep	Word Chapter 2 Grader Project Assessment		Word Chapter 3A and 3B Skill Based Trainings
13	19-Sep	Word Chapter 3 Discussion		Word Chapter 3 Grader Project Homework
14	21-Sep	Word Chapter 3 Grader Project Assessment		
15	23-Sep	Word Comprehensive Skill-Based Exam (Chapters 1-3)		
16	26-Sep	Word Grader Project Capstone (Chapters 1-3)		Excel Chapter 1A and 1B Skill Based Trainings
17	28-Sep	Excel Introduction and Chapter 1 Discussion		Excel Chapter 1 Grader Project Homework
18	30-Sep	Excel Chapter 1 Grader Project Assessment		Excel Chapter 2A and 2B Skill Based Trainings
19	3-Oct	Excel Chapter 2 Discussion, Assign Spreadsheet and Chart		Excel Chapter 2 Grader Project Homework
20	5-Oct	Excel Chapter 2 Grader Project Assessment		Excel Chapter 3A and 3B Skill Based Trainings
21	7-Oct	Excel Chapter 3 Discussion, Excel Chapter 3 Grader Project Homework		Excel Chapter 3 Grader Project Homework
22	10-Oct	Excel Chapter 3 Grader Project Assessment		
23	12-Oct	Excel Comprehensive Skill-Based Exam (Chapters 1-3)		
24	14-Oct	Excel Grader Capstone (Chapters 1-3)		Access Chapter 1A and 1B Skill Based Trainings
25	17-Oct	Lab Day -- Excel Spreadsheet and Chart Assignment due		
26	19-Oct	Fall Break		
27	21-Oct			
28	24-Oct			
29	26-Oct	Lab Day -- Access Chapter 1 Grader Project Homework		
30	28-Oct	Access Chapter 1 Grader Project Assessment		Access Chapter 2A and 2B Skill Based Trainings
31	31-Oct	Access Chapter 2 Discussion, Access Chapter 2 Grader Project Homework		Access Chapter 2 Grader Project Homework
32	2-Nov	Access Chapter 2 Grader Project Assessment		Access Chapter 3A and 3B Skill Based Trainings
33	4-Nov	Assign Canvas Discussion, Access Chapter 3 discussion, Project Homework		Access Chapter 3 Grader Project Homework
34	7-Nov	Access Chapter 3 Grader Project Assessment		Canvas Discussion Question
35	9-Nov	Access Comprehensive Skill-Based Exam (Chapters 1-3)		
36	11-Nov	Access Grader Project Capstone (Chapters 1-3)		PowerPoint Chapter 1A and 1B Skill Based Trainings
37	14-Nov	PowerPoint discussion		PowerPoint Chapter 1 Grader Project Homework
38	16-Nov	PowerPoint Chapter 1 Grader Project Assessment		PowerPoint Chapter 2A and 2B Skill Based Trainings
39	18-Nov	Small Group Collaboration Assignment Discussion		PowerPoint Chapter 2 Grader Project Homework
40	21-Nov	Lab Day -- Small Group or PowerPoint Chapter 2 Grader Project Homework		PowerPoint Chapter 3A and 3B Skill Based Trainings
41	23-Nov	Thanksgiving Break		
42	25-Nov			
43	28-Nov	PowerPoint Chapter 2 Grader Project Assessment		
44	30-Nov	PowerPoint Chapter 3 Grader Project Homework		
45	2-Dec	PowerPoint Comprehensive Skill-Based Exam (Chapters 1-3)		
46	5-Dec	PowerPoint Grader Project Capstone (Chapters 1-3), Group Assignment Due		Skill-Based Exam Review Exercise opened (optional)
47	7-Dec	Final Review		
48	9-Dec	Lab Day -- Review Practice		
49	12-Dec	Final Exams Week		
		Final Comprehensive Skill-Based Exam		
		Final Integrated Grader Assessment		

- For courses meeting on Tuesday and Thursday

CIA Daily Schedule -- TR -- Fall 2016			
Class			
Day	Date	Tasks	Homework Assignments
1	23-Aug	Course Intro., Syllabus Highlights, MyITLab Registration, Office Features 1A and 1B Skill Based Training	Office Features 1A and 1B Skill Based Training, File Management PPT
2	25-Aug	Office Features Grader Homework, File Management discussion and assignment	
3	30-Aug	Office Features Grader Assessment, Discuss Safety and Security	Safety and Security PPT
4	1-Sep	File Management Due, Safety and Security Quiz, Introduce Word	Word Chapter 1A and 1B Skill Based Trainings
5	6-Sep	Word Chapter 1 Homework	
6	8-Sep	Word Chapter 1 Grader Project Assessment, Assign Canvas Discussion question	Word Chapter 2A and 2B Skill Based Trainings
7	13-Sep	Word Chapter 2 Discussion, Word Chapter 2 Grader Project Homework	Canvas Discussion Question
8	15-Sep	Word Chapter 2 Grader Project Assessment	Word Chapter 3A and 3B Skill Based Trainings
9	20-Sep	Word Chapter 3 Discussion, Word Chapter 3 Grader Project Homework	Word Chapter 3 Grader Project Homework
10	22-Sep	Word Chapter 3 Grader Project Assessment	
11	27-Sep	Word Comprehensive Skill-Based Exam (Chapters 1-3), Word Grader Project Capstone (Chapters 1-3)	Excel Chapter 1A and 1B Skill Based Trainings
12	29-Sep	Excel Introduction and Chapter 1 Discussion, Excel Chapter 1 Grader Project Homework	Excel Chapter 1 Grader Project Homework
13	4-Oct	Excel Chapter 1 Grader Project Assessment, Excel Chapter 2 Discussion	Excel Chapter 2A and 2B Skill Based Trainings, Excel Chapter 2 Grader Project Homework
14	6-Oct	Assign Spreadsheet and Chart, Excel Chapter 2 Grader Project Assessment	Excel Chapter 3A and 3B Skill Based Trainings
15	11-Oct	Excel Chapter 3 Discussion, Excel Chapter 3 Grader Project Homework	Excel Chapter 3 Grader Project Homework
16	13-Oct	Excel Chapter 3 Grader Project Assessment	
17	18-Oct	Excel Comprehensive Skill-Based Exam (Chapters 1-3), Excel Grader Capstone (Chapters 1-3)	Excel Spreadsheet and Chart Assignment due, Access Chapter 1A and 1B Skill Based Trainings
18	20-Oct	Fall Break	
19	25-Oct	Access Chapter 1 Discussion, Access Chapter 1 Grader Project Homework	
20	27-Oct	Access Chapter 1 Grader Project Assessment	Access Chapter 2A and 2B Skill Based Trainings
21	1-Nov	Access Chapter 2 Discussion, Access Chapter 2 Grader Project Homework	
22	3-Nov	Assign Canvas Discussion, Access Chapter 2 Grader Project Assessment	Access Chapter 3A and 3B Skill Based Trainings
23	8-Nov	Access Chapter 3 discussion, Access Chapter 3 Grader Project Homework	
24	10-Nov	Access Chapter 3 Grader Project Assessment	
25	15-Nov	Access Comprehensive Skill-Based Exam (Chapters 1-3), Access Grader Project Capstone (Chapters 1-3)	PowerPoint Chapter 1A and 1B Skill Based Trainings
26	17-Nov	PowerPoint discussion, Small Group Collaboration Assignment Discussion	PowerPoint Chapter 1 Grader Project Homework
27	22-Nov	PowerPoint Chapter 1 Grader Project Assessment	PowerPoint Chapter 2A and 2B Skill Based Trainings
28	24-Nov	Thanksgiving Break	
29	29-Nov	Small Group or PowerPoint Chapter 2 Grader Project Homework	PowerPoint Chapter 3A and 3B Skill Based Trainings
30	1-Dec	PowerPoint Chapter 2 Grader Project Assessment	PowerPoint Chapter 3 Grader Project Homework
31	6-Dec	PowerPoint Comprehensive Skill-Based Exam, PowerPoint Grader Project Capstone (Chapters 1-3)	Group Assignment Due
32	8-Dec	Final Review	Skill-Based Exam Review Exercise opened (optional)
33	13-Dec	Final Exams Week Final Comprehensive Skill-Based Exam Final Integrated Grader Assessment	

Academic Integrity and Plagiarism

More information regarding the University's Academic Integrity and Plagiarism Policy is located in the Student Handbook.

Academic Integrity

Academic integrity is expected and required. ALL suspected violations of the academic integrity policy will be reported. Sharing, copying, or doing work together is *not* permitted unless explicitly stated. Ignorance is not a defense against academic integrity violations. No forms of cheating or plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating academic integrity <http://www.swosu.edu/students/index.aspx> (Links to an external site.).

Plagiarism

An essential rule in any university class is that all printed and spoken work which a student submits should be entirely his/her own, or properly documented. If it is not, the student is guilty of plagiarism. The following are two types of plagiarism of which the student should be aware:

1. Word for word copying, without acknowledgement, of the language of another person. Obviously, having another person write or dictate all or part of one's printed or oral work. In addition, a student should copy **NO** printed, spoken or electronic passage, no matter how brief, without acknowledging its source. This applies to even the briefest of phrases if they are truly individual and distinctive.
2. Another type of plagiarism is the unacknowledged paraphrasing of another's ideas. A student should no more take credit for another's thoughts than for another's language. Any distinctively original idea taken from another should be credited to its author. If the student does not know whether another's idea is distinctively original, he/she should incline to believe that it is; no fault attaches to over-acknowledgement, but under-acknowledgement is plagiarism.

Americans with Disabilities Act Amendment Act (ADAAA)

More information regarding ADAAA is located in the Student Handbook.

Special Accommodations

Students requiring special accommodations due to a learning disability or physical limitation must notify the Dean of Students **prior to the end of the first week of classes**. The student should meet with each instructor after the first class period or during the instructor's office hours within the first week of class and discuss the specific accommodation options that have been recommended and how they will be adopted in his or her class.

Students with Disabilities

If any member of the class feels that he/she has a disability and is in need of special accommodations, the instructor will work with you and Student Services in order to provide reasonable accommodations. This will help ensure that you have an equal opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period. Students needing accommodations should contact the Dean of Students at studentdean@swosu.edu.

See webpage for additional information <http://www.swosu.edu/administration/studentdean/students-disabilities.aspx> (Links to an external site.).

Resources for Student Success

In the Canvas course, on the left side of the screen in the Course Navigation, you will find *Resources for Student Success*. The Center for Excellence in Teaching and Learning has developed a course guide to assist you with all of your academic needs. The course includes numerous resources and strategies for student success such as: Canvas orientation, university and student policies, numerous links for academic support, information about the library, tutoring, writing center, financial support, technology, and many other important resources to help you not just in this courses, but all of your courses. I strongly encourage you to take the time to review the *Resources for Student Success*.

The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. An updated version of the syllabus will be discussed and distributed to students if changes are made.

Word Discussion Assignment

(Complete in Canvas)

General Instructions:

As you create your posts, please keep in mind the following:

Initial post:

- Do not include the question text. Just enter your thoughts regarding the question.
- Posts need to be at approximately 100 words in length.
- Be professional.
- Create your post in Word, check spelling and grammar, then copy and paste your paragraph(s) to the discussion board.
- Be sure to save your Word document, you will need it later.

Responses to classmates:

- At least two posts, each to a separate classmate, sharing positive feedback or comments.
- Start by giving the name of the person to whom you are responding.
- Posts need to be at least 50 words in length
- Spell and grammar check
- Be professional
- Create these posts in the same Word file as your initial post, then copy and paste your response(s) to the discussion board.
- Save your Word document

Prior to the Wednesday deadline, please upload the Word file that contains all of your posts to the Word Discussion dropbox, found in Canvas Assignments. The file should submit through Turnitin. Name your file as: **CIA1402 Word-Last name First name**. Example: **CIA1402 Word-Rickel Brian**.

Due Dates:

By **Friday, September 16, at 11:59 p.m. Central Time** complete the Initial Discussion for the Word Discussion Assignment.

By **Wednesday, September 21, at 11:59 p.m. Central Time** complete the Discussion Responses and upload your Word document.

Assignment & Questions:

View the Word Chapter 2: GO! for Job Success Video located in the Learning Resources folder of MyITLab.

Answer these questions as they would relate to your major or area of interest (if undecided).

1. The video discusses the use of a resume and cover letter when looking for a job. Would it be better to use a chronological or functional resume? Explain your reasoning. To see templates of each, click on the links in the Canvas instructions.
2. In your opinion, what are the most important tips to keep in mind as you create your resume and cover letter? Explain your reasoning.

Your discussion grade will be determined by the CIA Discussion Rubric in Canvas. The instructor may use his/her own discretion in awarding partial points for incomplete work. Signs of plagiarism indicated by a high Turnitin score may also result in loss of points, and possibly a 0 for the assignment.

Access Discussion Assignment

(Complete in Canvas)

General Instructions:

As you create your posts, please keep in mind the following:

Initial post:

- Do not include the question text. Just enter your thoughts regarding the question.
- Posts need to be at approximately 100 words in length.
- Be professional.
- Create your post in Word, check spelling and grammar, then copy and paste your paragraph(s) to the discussion board.
- Be sure to save your Word document, you will need it later.

Responses to classmates:

- At least two posts, each to a separate classmate, giving positive feedback or comments.
- Start by giving the name of the person to whom you are responding.
- Posts need to be at least 50 words in length
- Spell and grammar check
- Be professional
- Create these posts in the same Word file as your initial post, then copy and paste your response(s) to the discussion board.
- Save your Word document

Prior to the Friday deadline, please upload the Word file that contains all of your posts to the Access Discussion dropbox, found in Canvas Assignments. The file should submit through Turnitin. Name your file as: **CIA1402 Access-Last name First name**. Example: **CIA1402 Access-Rickel Brian**.

Due Dates:

By **Wednesday, November 9, at 11:59 p.m. Central Time** complete the Initial Discussion for the Access Discussion Assignment.

By **Friday, November 11, at 11:59 p.m. Central Time** complete the Discussion Responses and upload your Word document.

Assignment & Questions:

View the *GO! to Work Videos*, for all three Access chapters, located in the Learning Resources folder of MyITLab.

Answer this question as it would relate to your major or area of interest (if undecided).

1. Think about the different types of data you may encounter in your career field. Describe some specific types of data that you could use in a database, and how you could organize that data effectively. As part of your description, you should include possible field names, as well as useful queries, forms, or reports that could be derived from the data.

Your discussion grade will be determined by the CIA Discussion Rubric in Canvas. The instructor may use his/her own discretion in awarding partial points for incomplete work. Signs of plagiarism indicated by a high Turnitin score may also result in loss of points, and possibly a 0 for the assignment.

Charting Data

Your assignment is to create at least one appropriate Excel worksheet and chart illustrating salary trends in your chosen major or area of interest (if major is undecided).

Instructions:

1. You will use the Internet to research the salary data. One site that may be helpful is the Bureau of Labor Statistics wage data page - <http://www.bls.gov/bls/blswage.htm>. You are not required to use this site. You may search other sites for the data you need. Depending on the data you find, you have a couple options:
 - a. Compare the average annual wages over a 5 to 10 year period.
 - b. If your major has a broad range of job possibilities, compare the current wages of 5 to 10 different positions within your major field.
2. Create an Excel spreadsheet using the data you find.
3. The spreadsheet should include appropriate headings and formatting to make the data easy to understand for the average person.
4. Using the data in your spreadsheet, create an appropriate chart to illustrate the data.
5. Change the location of the chart so it is on a new sheet. Rename the chart sheet with an appropriate, descriptive name.
6. The chart should include appropriate labeling and formatting to make it easy to understand for the average person.
7. The source of the information (website URL) should be listed in the left footer pane, and your name in the right footer pane, of both the worksheet and the chart sheet.
8. Save the file on your flash drive or personal computer with the following name:
Lastname_Firstname_Charting_Data
9. Upload the completed Excel workbook file to the dropbox in MyITLab.

Note: You will need this file for a future assignment near the end of the semester. Make sure you save it, and keep it, where you will be able to access it again. If you lose it, you will have to redo the chart.

Grading: This assignment will be graded the same level as the chapter grader assessments (this group represents 30% of your semester grade).

Group Collaboration Assignment

The instructor will divide the students into groups and assign each group an identification number.

1. As a group, you are to create a Word document (approximately one-page, double-spaced, 12 pt.) summarizing in paragraph form the information found by each student in the Charting Data assignment from Excel.
 - The Word document is to be named ***Group_#_Word_Document***
 - The Word document should be uploaded in the Group Report Dropbox.
2. As a group, you will also create a PowerPoint presentation with a title slide, table of contents slide, and a separate slide showing each chart the members of the group created in the Excel assignment. The final slide should be a summary or closing slide.
 - The PowerPoint is to be named ***Group_#_PowerPoint***
 - The PowerPoint should be uploaded in the Group Presentation Dropbox.
3. Each student is expected to contribute significantly to the project. Each member of the group will evaluate the participation level of the other group members.
4. Grading will be based on the following specified parts of the assignment as indicated in the Group Document and Group Presentation Rubrics:
 - Data obtained from all members of the group are included
 - Correct spelling and grammar
 - Word document is approximately one page, double-spaced, 12 pt. type
 - The Word document sufficiently summarizes the data
 - The presentation includes all appropriate slides
 - Title
 - Table of contents
 - Individual charts
 - Closing
 - The Word and PowerPoint files are correctly named and uploaded
 - Evaluation of each person's participation by the other members of the group
5. Since this project involves multiple units, this activity will be counted as a comprehensive test grade (each upload will be 50 points), groups will be given a couple weeks to complete the assignment. The final uploaded documents will be manually graded. At the instructor's discretion, partial credit may be given for steps that are only partially completed.

Group Member Participation Rating

Everyone in your group will receive the same grade on 85% of the project. The other 15% of your grade will be determined by your group members' perception of your participation in the group. You are not rating yourself, only your group members.

- Write each group member's name in a separate box below.
- You need to divide 70 points among your group members according to their participation in the project. If some individuals did more than others, they deserve a higher proportion of the points. On the other hand, if everyone contributed equally, the points should be divided equally.
- Add any comments about your reasoning for the rating. If you rate someone with fewer than 15 points, I need to know why to justify a reduction in points earned.
- Your 15% of the grade will be determined by an average of your group members' ratings of you.
- The scale is based on groups with 5 members. It will be adjusted if your group size is different.

Member: <i>John Appleseed</i>	Rating: <i>14</i>
Comments: <i>Fred had to do part of John's task</i>	
Member: <i>Scooby Doo</i>	Rating: <i>18</i>
Comments:	
Member: <i>Fred Flintstone</i>	Rating: <i>20</i>
Comments:	
Member: <i>King Ralph</i>	Rating: <i>18</i>
Comments:	
Total of all Ratings should equal 70	

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- Add any comments about your reasoning for the rating. If you rate someone with fewer than 15 points, I need to know why to justify a reduction in points earned.
- Your 15% of the grade will be determined by an average of your group members' ratings of you.
- The scale is based on groups with 5 members. It will be adjusted if your group size is different.

Member: <i>Betty Rubble</i>	Rating: <i>17</i>
Comments:	
Member: <i>Scooby Doo</i>	Rating: <i>18</i>
Comments:	
Member: <i>Fred Flintstone</i>	Rating: <i>17</i>
Comments:	
Member: <i>King Ralph</i>	Rating: <i>18</i>
Comments:	
Total of all Ratings should equal 70	

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- Add any comments about your reasoning for the rating. If you rate someone with fewer than 15 points, I need to know why to justify a reduction in points earned.
- Your 15% of the grade will be determined by an average of your group members' ratings of you.
- The scale is based on groups with 5 members. It will be adjusted if your group size is different.

Member: <i>Betty Rubble</i>	Rating: <i>17</i>
Comments:	
Member: <i>Johnny Appleseed</i>	Rating: <i>15</i>
Comments:	
Member: <i>Fred Flintstone</i>	Rating: <i>18</i>
Comments:	
Member: <i>King Ralph</i>	Rating: <i>20</i>
Comments:	
Total of all Ratings should equal 70	

Group Member Participation Rating

Everyone in your group will receive the same grade on 85% of the project. The other 15% of your grade will be determined by your group members' perception of your participation in the group. You are not rating yourself, only your group members.

- Write each group member's name in a separate box below.
- You need to divide 70 points among your group members according to their participation in the project. If some individuals did more than others, they deserve a higher proportion of the points. On the other hand, if everyone contributed equally, the points should be divided equally.
- Add any comments about your reasoning for the rating. If you rate someone with fewer than 15 points, I need to know why to justify a reduction in points earned.
- Your 15% of the grade will be determined by an average of your group members' ratings of you.
- The scale is based on groups with 5 members. It will be adjusted if your group size is different.

Member: <i>Betty Rubble</i>	Rating: <i>19</i>
Comments:	
Member: <i>Johnny Appleseed</i>	Rating: <i>13</i>
Comments: <i>Didn't complete his part. I had to finish it.</i>	
Member: <i>Scooby Doo</i>	Rating: <i>18</i>
Comments:	
Member: <i>King Ralph</i>	Rating: <i>20</i>
Comments:	
Total of all Ratings should equal 70	

Group Member Participation Rating

Everyone in your group will receive the same grade on 85% of the project. The other 15% of your grade will be determined by your group members' perception of your participation in the group. You are not rating yourself, only your group members.

- Write each group member's name in a separate box below.
- You need to divide 70 points among your group members according to their participation in the project. If some individuals did more than others, they deserve a higher proportion of the points. On the other hand, if everyone contributed equally, the points should be divided equally.
- Add any comments about your reasoning for the rating. If you rate someone with fewer than 15 points, I need to know why to justify a reduction in points earned.
- Your 15% of the grade will be determined by an average of your group members' ratings of you.
- The scale is based on groups with 5 members. It will be adjusted if your group size is different.

Member: <i>Betty Rubble</i>	Rating: <i>18</i>
Comments:	
Member: <i>Johnny Appleseed</i>	Rating: <i>16</i>
Comments:	
Member: <i>Scooby Doo</i>	Rating: <i>18</i>
Comments:	
Member: <i>Fred Flintstone</i>	Rating: <i>18</i>
Comments:	
Total of all Ratings should equal 70	

Group Member Ratings

Average the ratings of each of the Group Participants:

John Appleseed: 15 (14.5)

Scooby Doo: 18

Fred Flintstone: 18 (18.25)

King Ralph: 19

Betty Rubble: 18 (17.75)

This average is entered in the last criteria of the Presentation rubric (15 points maximum)

If you round to the nearest whole number, each member of this group would receive the full 15 points on the rubric.