



OGLALA LAKOTA COLLEGE
Math, Science and Technology Department
COURSE SYLLABUS
Fall Semester 2015

Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte Io

Name of Course: Applied Information Processing
Department: Math, Science & Technology
Prerequisite: None

Course Number: MIS 113
Credit Hours: Three (yamni)

Location	Day and Time	Instructor	Email	Phone
Piya Wiconi	Lead Instructor	J Dudek	jdudek@olc.edu	
LaCreek	Tue 1 - 4	J Jones	jejones@olc.edu	
Wounded Knee	Tue 1 - 4	C Zweig	christzweig@olc.edu	
Pass Creek	Tue 5 - 8	J Bush	jbush@olc.edu	
He Sapa	Tue 5 - 8	K Good Iron	kgoodiron@olc.edu	
He Sapa	Wed 1 - 4	K Good Iron	Kgoodiron@olc.edu	
Pejuta Haka	Wed 5 - 8	B Hronbeck	bhornbeck@olc.edu	
Cheyenne River	Wed 5:30 - 8:30	Lonnie Wright	lwright@olc.edu	
Pine Ridge	Thu 5 - 8	W Cross	wcross@olc.edu	
Cheyenne River	Sun 3 - 6	K Little Wounded	klittlewounded@olc.edu	

Department Vision Statement

To provide constructivist-learning activities in science, technology, pre-engineering, and mathematics while incorporating traditional Lakota values. STEM graduates will demonstrate mastery of their respective fields using current technologies and best practices.

Information Technology Vision

To provide the Pine Ridge and surrounding areas quality Information Technology professionals with a foundation in operating systems and networking.

Department Mission Statement

The Science, Technology, Engineering and Mathematics learning philosophy emphasizes a constructivist framework, a hands-on approach, to fulfill science, engineering, and information technology needs to improve the quality of life on the Reservation

Information Technology Mission

Information Technology Department graduates will demonstrate a technical networking mind to fulfill the Information Technology needs of the Oglala Lakota People.

Course Description (Waunspe Oyakapi)

An applied course designed to meet the needs of today's college students across the disciplines. Topics include, but are not limited to: computers based training techniques and on-line testing, E-mails and attachments, on-line conferences, delimited web-based research techniques, software applications, e-slides and web page presentation/publishing tools, and report writing documentation.

Course Goal

Demonstrate proficiency in the use of standard computer technologies. The result of this course related to this goal, students will:

- Produce documents using word processing software.
- Communicate with others via computers.
- Create simple spreadsheets using appropriate software.
- Locate information for term papers using computer platforms.

Course Rationale

Students will utilize technology in learning, problem solving, and communication. The concepts and skills learned in this course today may be applied to homework assignments tomorrow whatever the chosen field of study of our students.

Department Goals/Program Learning Outcomes (PLOs)

Upon Completion of this course, students will be able to:

Course Student Learning Outcomes	General Education Learning Outcomes	Skill Level
<ul style="list-style-type: none"> • E-Mail: The student will demonstrate the ability to create and view messages; manage messages and create and manage contacts. • Web Instruction: The student will demonstrate the ability to navigate a web instruction site; take on-line testing; use an on-line discussion delivery method; and submit homework through web instruction. • Windows: The student will have the ability to work with multiple windows; organize files and folders; search for files and folders; work with storage devices and demonstrate knowledge in basic user management and shut down procedures. • Word Processing: The student will have the ability to insert and modify text into a document; create and modify paragraphs; format documents; manage documents; and work with graphics. • Spreadsheets: The student will demonstrate ability in working with cells and cell data; format and print worksheets; modify a workbook; create and revise formulas; create and modify graphics. • Presentation: The student will demonstrate the ability to create a presentation; insert and modify text within a presentation; insert and modify graphics within a presentation; print a presentation; work with data from other sources which will include importing and/or exporting files; and manage and deliver a presentation. • Internet: The student will demonstrate the ability to navigate the Internet; create a topical search; and evaluate web content for validity. 	<p>Written and Oral Communication</p> <p>Communicate effectively in written oral using both Lakota and English</p> <p>Technology</p> <p>Demonstrate proficiency in the use of standard computer technologies</p>	<p>Introductory</p> <p>Skill Levels are: Introductory Reinforcement Mastery</p>

Opportunities for practice and feedback: Check with you Instructor about their policy on revisions to homework assignment for an improved score on assignments.

Required Text and Materials:

Shelly Gaskin, Alicia Vargas & Carolyn McLellan (2014). Go! with Microsoft Office 2013, Volume 1, Pearson Publishing ISBN: 978-0-13-314266-2

A storage device such as a memory stick to store or save weekly projects is required.

Assessment of Student Learning

Formative assessments are imbedded into course teaching and learning activities. Summative assessments include traditional quizzes. These assessments, along with the common course assessment(s) to measure targeted student learning outcomes, are identified in the SLO/Standards/Assessment chart.

All assignments are due at the beginning of the class one week following the class in which the assignment was given. In special cases, an assignment may be turned in by the following class period if arrangements have been made with the instructor prior to the class in which it is due. Late assignments may be subject to a 10% reduction in grade. Late assignments may not be accepted more than one week late - a grade of "0" will be recorded for missing assignments.

Moderate writing is required. Homework may consist of answers to objective questions of weekly assignments. In addition, there will be exams, class exercises and quizzes.

Assessment of student assignments will make use of a rubric for each assignment. These rubrics are available to the student on the Moodle web site for each lesson. Each hands-on demonstration assignment will be worth 20 points.

Scale		Weight of Assignments, Participation, Other Assessments	
90-100	A	Weekly Individual Assignments	60%
89-90	B	Tests and Exams	40%
70-79	C		
60-69	D		
< 60	F		

A = Superior Quality Work: Mastery of course content at the highest level of attainment. The grade A indicates a student shows comprehensive knowledge and understanding of the subject matter. The student has demonstrated outstanding promise in discipline under study by scoring 90% or higher on course assignments.

B = Good Quality Work: Strong performance at a high level of attainment. The grade B indicates a student shows moderately broad knowledge and solid understanding of the subject matter. The student has demonstrated promise in the discipline under study by scoring 80-89% on course assignments.

C = Satisfactory Quality Work: Adequate, but not solid, level of attainment of course content. The grade C indicates a student shows reasonable knowledge and understanding of subject matter. By scoring 70-79% on course assignments, the student may continue to study in the discipline with reasonable hope of continued progress.

D = Marginal Quality Work: Minimal level of attainment of course content. The grade D indicates a

student shows minimal knowledge and understanding of subject matter. By Scoring 60-69% on course assignments, the student has not demonstrated prospective growth in the discipline.

F = Unacceptable: Almost no attainment of course content. The grade F indicates a student shows an unacceptable low level of knowledge and understanding of subject matter. By scoring 59% or below, the student has not demonstrated the growth necessary for further study in the discipline.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

Assessment of MIS 113 Course – Artifacts (Homework) collected for Assessment Record

A copy of each assignment demonstrating accomplishment of each Student Learning Outcome will be kept by the Math Science and Technology Department as part of Assessment Record. The Assessment Record will help identify strengths and weaknesses of the course and help to improve the course each time the course is offered.

Instructional Methodology

The MIS 113 course is a face to face course. Our instructional method will use demonstrations of the skills in each class session followed by a series of hands-on assignments. These hands-on assignments will include an in-class exercise due at the end of the class period. And, out of class exercises due the following class period. We will make use of the various electronic communications technologies each week. These include but not limited to: CD-ROM, jump sticks, Microsoft Office, email and Moodle.

Homework

Oglala Lakota College follows the Carnegie model for required out of class work requirements. Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Reading Load

Reading will include approximately one (wanji) chapter of the textbook per week, plus handouts and homework as assigned.

Type & Amount of Writing Load

Writing will be manipulation of electronic communication tools. Each class session will have multiple projects assigned to each student.

Lakota Perspective Provided Through

This course stresses **Wolakotakiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

College Policy on Grading and Change of Grades

http://www.olec.edu/local_links/registrar/docs/student_handbook.pdf see page 11

Course Requirements, Expectations or Students: Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. (See student handbook).

- ✓ Your homework assignments must be turned in on the dates due to get full credit.
- ✓ You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- ✓ If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

Oglala Lakota College Policies

http://www.olec.edu/local_links/registrar/docs/student_handbook.pdf

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. The following policies should be reviewed as pertinent to this course:

Attendance Policy (81-350)

Academic Dishonesty (76-300)

Disability Policy (85-600)

Computer Account and Network Policy (93-500)

Tardiness Policy (81-370)

Academic Freedom (76-100)

Standards of Conduct (86-300)

Dropping / Adding Courses (81-300)

Americans with Disabilities

If you have a disability for which you may need an accommodation, notify your instructor and contact the Coordinator of Student Affairs at 455-6083 as early in the semester as possible.

Additional Instructor and Department Policies

Course Requirements/Expectations of Students

- Attend class faithfully – arrive on time and stay for duration of class.
- Arrive prepared – read ahead, complete and turn assignments in on time.

Actively participate in class discussions/activities – turn your cell phone off, refrain from using laptops for personal activities during class time.

Examination Policy

Make-up tests will **not** be allowed without prior arrangements being made before the testing period. There will be no exceptions to this policy. It is essential that you plan your personal schedule to guarantee that you can take the tests at the designated times. Testing dates are published in the course calendar attached to this syllabus.

Preparation for Examinations

Attend class periods (classroom and virtual) and read the chapters. Most of the questions are taken directly from the reading material.

OLC Attendance Policy and Satisfactory Progress

The OLC Attendance Policy states, "A Student may be dropped from a course after three consecutive absences at the discretion of the instructor, (and will be dropped after a total of five absences). The instructor must submit a drop card or a letter grade of an "F" to the Registrar's Office." This policy will be applied in this course.

Each instructor is requested to submit a weekly attendance sheet to the college center where the course is taught. A weekly progress report will also be submitted with each attendance sheet. Each student should be progressing satisfactorily through the course. Satisfactory progress is defined as the student having submitted the past week's assignment on time and has been awarded a passing score. After three consecutive weeks of unsatisfactory progress an attempt will be made help the student remedy the situation.

Class or Assignment Cancellation

Notification of a class cancellation will be made through E-mail, Moodle, and through the College Center where the class is held. However, the materials for this course are available on Moodle – 24/7. Events such as snowstorms rarely last more than two or three days allowing students access to College Center Computer Labs each day during the week making the cancellation of class assignments unnecessary.

Incomplete or Change of Grade Policy

Students will not be given an incomplete grade or a change of a grade in this course without sound reason and documented evidence of why the course assignments could not be completed as described in the course syllabus. In any case, for a student to receive an incomplete or a change of a grade, he or she must be demonstrating passing work, must have completed a significant portion of the course and submit in writing a request for an extension to your instructor before the end of the course. The grade awarded at the end of the course will be the grade earned during the semester.

End of the Semester Course Evaluation

At the end of the course, students will receive an automated email invitation to submit an on-line evaluation of the course and instruction provided. All submitted course evaluations are confidential, and only aggregate data and comments will be shared with the instructor and program director. Your thoughts are vitally important to Oglala Lakota College in our efforts continuously to improve our programs.

Early Alert System

The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student's ability to successfully complete the course.

Disclaimer

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

Navigating the Moodle Course Site

Getting Started

The electronic classrooms for this course are located on *Moodle*. To gain access to the course you need your Student ID (username) and password.

Moodle

- ✓ Open your Internet browser to the Oglala Lakota College Home Page
- ✓ Select the **Quick Links – Moodle** menu option
 - ✓ Or, key in <http://moo.olc.edu> in the Address box
- ✓ Login with your Username and Password
- ✓ The Welcome page will list your current courses
- ✓ Select this course and enter the *Moodle* classroom

Communicating Electronically

Netiquette Expectations

Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
 - ✓ Using all caps may be interpreted as shouting.
 - ✓ Use humor and sarcasm carefully (we can't see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
 - ✓ Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction.
- Remember that you are judged by the quality of your writing.
 - ✓ Spelling and grammar do count.
 - ✓ Be coherent and succinct.
 - ✓ Do not plagiarize; respect copyrights.
 - ✓ Do not depend on a single source when contributing new information from external resources.
 - ✓ Be professional.

Sending and Receiving email

The instructor(s) will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 24 hours. All email messages from the instructor(s) will be sent to the student's Oglala Lakota College's email address. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line [mis 113].

MIS 113 - Weekly Topical Content

Date	Objectives in Weekly Lessons	Assignments	Due
Oko Wanci Week 1 Aug 24	<p>Introduction to the Class, Review Syllabus and Windows - Chapter 1- Getting Started with Windows 8</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> Learning Outcome 1: Use File Explorer and Desktop Apps to create a new folder and save a file on a removable storage device 	<p>In Class Assignments:</p> <ul style="list-style-type: none"> Activity 1.01, page 3 Activity 1.04, page 10 Activity 1.05, page 13 Do All Activities 1.11 thru 1.21 pages 30 thru 51 Do all activities on your jump drive 	Week 1
Oko Nunpa Week 2 Aug 31 Part One	<p>Online Content - OLC Email</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> Demonstrate the ability to create and view e-mail messages Create and manage contacts Manage attachments Update user settings 	<p>In Class Assignments:</p> <p>Demonstrate usage of OLC's email system by logging into Webmail, creating and sending an email to your instructor and replying to an email from your instructor. An attachment will be considered appropriate.</p>	Week 2
Part Two	<p>Online Content - Moodle</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> Demonstrate the ability to manipulate basic Moodle course activities: login and out assignments, tests and discussions 	<p>In Class Assignments:</p> <p>Login to Moodle Discussion – Identity Theft Practice Test</p> <p>Homework Assignments:</p> <p>Discussion – Classroom and Computers Moodle Test</p>	Week 2
Oko Topa Week 3 Sep 7	<p>Word 2013 - Chapter 1 - Creating Documents with Microsoft Word 2010</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> Create a flyer with a picture. Format text, paragraphs, and documents. 	<p>In Class Assignments:</p> <p>Project 1A – Flyer, pg 122</p> <p>Homework Assignments:</p> <p>Project 1C – Photography, pg 163 Project 1E – Documentary, pg 169</p>	Week 3

Date	Objectives in Weekly Lessons	Assignments	Due
Okoyamni Feb 9 Sep 14	<p>Word 2013 - Chapter 2 – Using Tables and Templates to Create Resumes and Letters</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Create a resume and a cover letter with tables. Cover letter only will be graded. 	<p>In Class Assignments: Project 2A – Resume, pg 180 Project 2B – Cover letter, pg 195</p> <p>Homework Assignments: Project 2C – Student Resume, pg 219</p>	Week 4
Okoyaptan Week 5 Sep 21	<p>Word 2013 - Chapter 3 – Creating Research Papers, MLA Style</p> <p>DO NOT DO Newsletters, and Mailing Labels</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Create a research paper that includes citations and a bibliography. • Demonstrate MLA formatting 	<p>In Class Assignments: Project 3A – Green Paper (MLA), pg 238</p> <p>Homework Assignments: Project 3C – Diet & Exercise (MLA), pg 281</p>	Week 5
Okoyakpe Week 6 Sep 28	<p>Word 2013 - Chapter 3 – Creating Research Papers, APA Style</p> <p>DO NOT DO Newsletters, and Mailing Labels</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Create a research paper that includes citations and a bibliography. • Demonstrate APA formatting 	<p>In Class Assignments: Format Green Paper to APA style</p> <p>Homework Assignments: Format Diet & Exercise to APA Style</p>	Week 6
Okoyakowin Week 7 Oct 5	<p>Mid Term Exam</p>	<p>Comprehensive Test Windows 8, Email, Moodle and Word</p>	Week 7

Date	Objectives in Weekly Lessons	Assignments	Due
Oko Saglogan Week 8 Oct 12	<p>Excel 2013 - Chapter 1 – Creating a Worksheet and Charting</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Create a sales report with an embedded column • Enter text, values and equations • Calculate sums with equations 	<p>In Class Assignments: Project 1A –Sales Report w/ Chart, pg 306 Sparklines not required</p> <p>Homework Assignments: Project 1C – Step Sales, pg 354 Project 1E – Gym Sales, pg 360</p>	Week 8
Oko Napcinyunka Week 9 Oct 19	<p>Excel 2013 - Chapter 2 – Using Functions, Creating Tables, and Managing Large Workbooks</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Analyze inventory by applying statistical and logical calculations to data and by sorting and filtering data. • Summarize the data on multiple worksheets. 	<p>In Class Assignments: Project 2A – Inv Status Report, pg 370 Project 2B – Wkly Sales Sum, pg 392</p> <p>Homework Assignments: Project 2C – Roses, pg 413 Project 2D – Canada, pg 417</p>	Week 9
Mar 23	<p>Spring Break</p>		
Oko Wikcemna Week 10 Oct 26	<p>Excel 2013 - Chapter 3 – Analyzing Data with Pie Charts and Line charts</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Create a spreadsheet with data and a line and pie chart. 	<p>In Class Assignments: Project 3A – Ent Fund Pie Chart, pg 432 Project 3B - Tourism w/ Line Chart, pg 447</p> <p>Homework Assignments: Project 3C – Parks, pg 469</p>	Week 10
Oko Ake Wanci Week 11 Nov 2	<p>Internet Research</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Develop online research skills that will enhance the writing process. • Determining reliable vs. unreliable Websites. 	<p>In Class Assignment: Find web resources 5 Criteria for Evaluate Web Pages Evaluate -</p> <p>Homework Assignment: Evaluate -</p>	Week 11

Date	Objectives in Weekly Lessons	Assignments	Due
Oko Ake Nunpa Week 12 Nov 9	<p>PowerPoint 2013 - Chapter 1 – Getting Started with Microsoft Office PowerPoint</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Create a new PowerPoint presentation. • Edit and format a PowerPoint presentation. 	<p>In Class Assignments: Project 1A – Company Overview, pg 716 Project 1B – Itinerary, pg 737</p> <p>Homework Assignments: Project 1C – Glaciers, pg 759</p>	Week 12
Oko Ake Yamni Week 13 Nov 16	<p>PowerPoint 2013 - Chapter 2 – Formatting PowerPoint Presentations</p> <p>Key Learning Outcome:</p> <ul style="list-style-type: none"> • Format a presentation to add visual interest and clarity. • Enhance a presentation with WordArt and diagrams. 	<p>In Class Assignments: Project 2A – Employee Training Presentation, pg 776</p> <p>Homework Assignments: Project 2B – Event Announcement, pg 798</p>	Week 13
Oko Ake Topa Week 14 Nov 23	Semester Review	Semester Review	Week 14
Oko Ake Zaptan Week 15 Nov 30	Final Exam	NO MAKE UP	Week 15
Week 16 Dec 7	Make Up Week		