I. INTRODUCTION

A. Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. (This course is part of the Business Field of Study Curriculum).

B. This course serves as a required or elective course on various degree plans. Curriculum plans for degrees and certificates are listed in the current Central Texas College catalog.

C. The delivery method of this course may be traditional lecture/lab, blended lecture/lab, or online.

D. Prerequisites: None.

II. LEARNING OUTCOMES

Upon successful completion of this course, Business Computer Applications, the student will be able to:

A. Describe the fundamentals of Information Technology (IT) infrastructure components: hardware, software, and data communications systems (C5, C6, C7, C8, C15, C19, C20).

B. Explain the guiding principles of professional behavior in computing (C5, C7, C15, F7, F8, F9, F12, F17)

C. Demonstrate proper file management techniques to manipulate electronic files and folders in a local and networked environment (C5, C7, C8, C15, C19).

D. Use business productivity software to manipulate data and find solutions to business problems (C1, C5, C6, C8, C19, C20, F1, F3, F8, F9, F12).

E. Explain the concepts and terminology used in the operation of application systems in a business environment (C5, C6, C7, C8, C15, C18, C19).
F. Identify emerging technologies for use in business applications (C5, C6, C7, C8, C15, C16, C18, C19).
G. Complete projects that integrate business software applications (C1, C5, C6, C8, C19, C20, F1, F3, F8, F9, F12).

III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

B. Lecture Classes also require at least one USB storage device. Online students may use cloud based storage.

IV. COURSE REQUIREMENTS

A. Attend both lecture and lab or in the case of online delivery, be actively engaged in Blackboard and maintain constant progress.

B. Be prepared to participate in discussion, team projects/assignments and take unannounced assessments relating to the lecture materials.

C. Complete all exams/assessments.

D. Submit all assignments on time.

V. ASSESSMENTS

A. Student content mastery will be evaluated in the following areas:
   - Assessments (midterm exam, quizzes, projects, discussion etc.)
   - Final Assessment (final exam and/or semester project, participation)

B. Scheduled and unscheduled assessments will be given at the discretion of the instructor.

C. Exams/assessments may be composed of both subjective and objective questions plus computer output.

D. A student must take all exams/assessments. Both online and on campus students who know in advance that they will be absent due to school sponsored trips, military duty or orders, or any other valid reason, must arrange to take an early exam/assessment. Unexpected absences due to illness or other extenuating circumstances will require the student to contact the instructor about make-up work in lieu of the missed exam/assessment.

E. Students with unexcused absences will be given a zero for each missed assignment.
VI. SEMESTER GRADE COMPUTATION

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
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<tr>
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<th>Grade</th>
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<td>900 - 1000</td>
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<td>4</td>
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<tr>
<td>800 - 899</td>
<td>B-Above Average</td>
<td>3</td>
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<td>700 - 799</td>
<td>C-Average</td>
<td>2</td>
</tr>
<tr>
<td>600 - 699</td>
<td>D-Passing, but unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>0 - 599</td>
<td>F-Failure</td>
<td>0</td>
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VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The student must sign the withdrawal form.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

For non-GoArmyEd active military students, the effective date of withdrawal is the filing date with the Education Center. For all other students, the effective date of withdrawal is the date that the withdrawal application is received by the Central Texas College representative.

Students who used financial aid, military tuition assistance, VA benefits, or other non-personal funds may be required to repay tuition and fees to the funding agency. For specific repayment requirements, contact the Office of Student Financial Aid or Veterans Services Office before withdrawing. Military tuition assistance students should visit their military Education Center or Navy College Office.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.
A student may not withdraw from a class for which the instructor has previously issued a grade of “F,” “FI,” “FN,” “IP,” or “XN.”

B. **Instructor Initiated Withdrawals:** Faculty are authorized to withdraw students who are not making satisfactory course progress to include failure to meet College attendance requirements as outlined in the section of the Catalog entitled “Satisfactory Progress Standards.” The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

Students enrolled in distance learning courses are expected to maintain constant progress throughout the course. Failure to do so may result in the student being administratively withdrawn by the instructor.

Students who have not attended class by the 12th class day of a 16-week course or the 6th class day of an 8-week term may be administratively withdrawn by the instructor with a grade of "W." Students may also be administratively withdrawn from any class when their absences exceed a total of four class meetings for a 16-week course or three class meetings for less than 16-week courses and; in the opinion of the instructor, the student cannot satisfactorily complete the course. In a distance learning course the last date of attendance is the last activity by the student in the course.

C. **Administrative Withdrawal:** A student may be administratively withdrawn by a designated member of the administrative staff of the College when the student has been placed on Academic Suspension or Disciplinary Suspension; the student has an outstanding financial obligation owed to the college; or the student registered for a course without the required prerequisite or departmental permission.

The College is under no obligation to refund tuition and fees, or other costs associated with an administrative or instructor initiated withdrawal.

D. **Incomplete Grade:** The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course...” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded.

E. **Cell Phones and Pagers:** Students will silence cell phones and mobile devices while in the classroom or lab.

F. **Americans with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the
Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

G. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements and may make changes to the course outline and/or assignments as needed.

H. ** Civility**: Individuals are expected to be aware of what a constructive educational experience is and be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

I. **Degree Progression**: Students who receive a grade of “D” are advised not to enroll in the next course for which this course was a prerequisite.

J. **Failing Grade**: The grade of “F” or “FN” will be given for academic failure, non-attendance or scholastic dishonesty.

K. **Scholastic Honesty**: All students are expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The college policy on scholastic honesty, including definitions on plagiarism, collusion, and cheating can be found at the following URL: http://online.ctcd.edu/plagiarism.cfm
VIII. COURSE OUTLINE

A. Unit One: Different types of computers and their functions are reviewed. Computer hardware and software are covered as well as the benefits of networking and safe computing practices.

1. Learning Outcomes: Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Differentiate among laptops, tablets, desktops, and servers
   b. Describe the purpose and uses of smartphones, digital cameras, portable media players, e-book readers, and game devices
   c. Describe the relationship between data and information
   d. Briefly explain various input options (keyboards, pointing devices, voice and video input, and scanners), output options (printers, displays, and speakers), and storage options (hard disks, solid-state drives, USB flash drives, memory cards, optical discs, and cloud storage)
   e. Differentiate the Internet from the web, and describe the relationship among the web, webpages, websites, and web servers
   f. Explain the purpose of a browser, a search engine, and an online social network
   g. Briefly describe digital security risks associated with viruses and other malware, privacy, your health, and the environment
   h. Differentiate between an operating system and applications
   i. Differentiate between wired and wireless network technologies, and identify reasons individuals and businesses use networks
   j. Discuss how society uses technology in education, government, finance, retail, entertainment, health care, travel, science, publishing, and manufacturing
   k. Describe home users, small/home office users, mobile users, power users, and enterprise users

2. Learning Activities:
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. Unit Outline: Follow the sequence of the unit objectives.

B. Unit Two: In this lesson you will practice how to change the format of pages by setting the margins, and how to change the format of paragraphs by changing indents, line spacing, and the spacing after paragraphs. You will practice applying the format from one paragraph to others using the Format Painter. Another paragraph formatting technique you will use is how to create
bulleted and numbered lists and modify the bullets from the Bullets and Numbering dialog box.

1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Enter text in a Word document
   b. Check spelling as you type
   c. Format paragraphs
   d. Format text
   e. Undo and redo commands or actions
   f. Change theme colors
   g. Insert digital pictures in a Word document
   h. Format pictures
   i. Add a page border
   j. Adjust spacing
   k. Change document properties
   l. Correct errors and revise a document
   m. Print and read a document

2. **Learning Activities:**
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.

C. **Unit Three:** Many graphical elements can be used with Word. In this lesson you will practice inserting, moving, and resizing clip art and pictures. You also will work with the Drawing toolbar and will learn how to create basic shapes using the AutoShapes, line, and text box tools. You will modify shapes by changing the size, shape, and background color.

1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Describe the MLA documentation style for research papers
   b. Modify a style
   c. Change line and paragraph spacing in a document
   d. Use a header to number pages of a document
   e. Apply formatting using keyboard shortcuts
   f. Modify paragraph indentation
   g. Insert and edit citations and their sources
   h. Add a footnote to a document
i. Insert a manual page break  
j. Create a bibliographical list of sources  
k. Cut, copy, and paste text  
l. Find text and replace text  
m. Find a synonym  
n. Check spelling and grammar at once  
o. Look up information

2. **Learning Activities:**  
a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)  
b. Student reading assignments on each topic. (C5, F1, F11)  
c. Student participation in discussion of each topic. (C7, F6)  
d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.

D. **Unit Four:** In this lesson, you will use the Microsoft Graph program to create a chart from data displayed in a table. After the chart was created, you will modify the elements of the chart by adding a title, changing the chart type, changing the font size and color and changing the size and placement of the chart in your document.

1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:  
a. Change margins  
b. Insert and format a shape  
c. Change text wrapping  
d. Insert and format a clip art image  
e. Insert a symbol  
f. Add a border to a paragraph  
g. Clear formatting  
h. Convert a hyperlink to regular text  
i. Apply a style  
j. Set and use tab stops  
k. Insert the current date  
l. Create, modify, and insert a building block  
m. Insert a Word table, enter data in the table, and format the table  
n. Address and print an envelope

2. **Learning Activities:**  
a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)  
b. Student reading assignments on each topic. (C5, F1, F11)  
c. Student participation in discussion of each topic. (C7, F6)
d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.

E. **Unit Five:** In this lesson, you will open an existing workbook, add a footer, save the file with a new name, and will review and print the file. The basics of using menus, toolbars and ScreenTips will be reviewed. You will practice selecting cells, columns, rows and cell ranges. You will navigate within a worksheet using the scroll bars and the name box, and among multiple worksheets in a workbook. You will learn how to name a sheet tab so you can clearly label and identify information contained on each worksheet. You also will examine an existing chart and see how changing data also changes the chart.

1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Describe the Excel worksheet
   b. Enter text and numbers
   c. Use the Sum button to sum a range of cells
   d. Enter a simple function
   e. Copy the contents of a cell to a range of cells using the fill handle
   f. Apply cell styles
   g. Format cells in a worksheet
   h. Create a 3-D pie chart
   i. Change a worksheet name and worksheet tab color
   j. Change document properties
   k. Preview and print a worksheet
   l. Use the AutoCalculate area to display statistics
   m. Correct errors on a worksheet

2. **Learning Activities:**
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.

F. **Unit Six:** You can change the look of your worksheet in two primary ways. First, you can format the individual cells or groups of cells on your worksheet by changing cell alignment, applying cell borders, and shading cells. Second, you can format the worksheet itself by changing margins, centering the data vertically and horizontally on the page, and adding headers and footers.
Graphics can be inserted in a header or footer to display, for example, a company logo.

1. **Learning Outcomes**: Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Enter formulas using the keyboard
   b. Enter formulas using Point mode
   c. Apply the MAX, MIN, and AVERAGE functions
   d. Verify a formula using Range Finder
   e. Apply a theme to a workbook
   f. Apply a date format to a cell or range
   g. Add conditional formatting to cells
   h. Change column width and row height
   i. Check the spelling on a worksheet
   j. Change margins and headers in Page Layout view
   k. Preview and print versions and sections of a worksheet

2. **Learning Activities**:
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline**: Follow the sequence of the unit objectives.

**G. Unit Seven**: The Excel charting feature provides a broad array of chart options for creating a graphical illustration of the numbers in a worksheet. In this lesson, the three main chart types will be demonstrated: charts that show a relationship among data, charts that show trends over time, and charts that show the parts of a whole. You will create and modify a column chart to show a comparison among related numbers, a line chart to display a trend over time, and a pie chart to show the contribution of parts to a whole. Within each chart type, you will identify and modify various chart objects and create and format titles and labels.

1. **Learning Outcomes**: Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Rotate text in a cell
   b. Create a series of month names
   c. Copy, paste, insert, and delete cells
   d. Format numbers using format symbols
   e. Enter and format the system date
   f. Use absolute and mixed cell references in a formula
g. Use the IF function to perform a logical test
h. Create and format sparkline charts
i. Change sparkline chart types and styles
j. Use the Format Painter button to format cells
k. Create a clustered column chart on a separate chart sheet
l. Use chart filters to display a subset of data in a chart
m. Change the chart style and type
n. Reorder worksheet tabs
o. Change the worksheet view
p. Freeze and unfreeze rows and columns
q. Answer what-if questions
r. Goal seek to answer what-if questions

2. **Learning Activities:**
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.

   **H. Unit Eight:** Microsoft Access is a database management system. Databases help you organize information, such as the names and addresses in your address book, a CD collection, or a list of students at a college.

1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Describe the features of the Access window
   b. Create a database
   c. Create tables in Datasheet and Design views
   d. Add records to a table
   e. Close a database
   f. Open a database
   g. Print the contents of a table
   h. Create and use a query
   i. Create and use a form
   j. Create and print custom reports
   k. Modify a report in Layout view
   l. Perform special database operations
   m. Design a database to satisfy a collection of requirements

2. **Learning Activities:**
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
b. Student reading assignments on each topic. (C5, F1, F11)
c. Student participation in discussion of each topic. (C7, F6)
d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline**: Follow the sequence of the unit objectives.

I. **Unit Nine**: Queries allow you to ask questions about the data in a database in a manner that Access can interpret. Queries are useful for locating data that matches the criteria, or conditions, that you specify.

1. **Learning Outcomes**: Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Create queries using Design view
   b. Include fields in the design grid
   c. Use text and numeric data in criteria
   d. Save a query and use the saved query
   e. Create and use parameter queries
   f. Use compound criteria in queries
   g. Sort data in queries
   h. Join tables in queries
   i. Create a report and a form from a query
   j. Export data from a query to another application
   k. Perform calculations and calculate statistics in queries
   l. Create crosstab queries
   m. Customize the Navigation Pane

2. **Learning Activities**:
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline**: Follow the sequence of the unit objectives.

J. **Unit Ten**: In this lesson you will practice techniques for building and maintaining a relational database. You will create indexes to speed searching and sorting on fields. Additionally, you will practice viewing the relationships in a database and create three types of relationships: one-to-many, one-to-one, and many-to-many. Relationships in a database help to reduce data redundancy and increase data accuracy. You also will create a query from tables that will be joined.
1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Add, change, and delete records
   b. Search for records
   c. Filter records
   d. Update a table design
   e. Use action queries to update records
   f. Use delete queries to delete records
   g. Specify validation rules, default values, and formats
   h. Create and use single-valued lookup fields
   i. Create and use multivalued lookup fields
   j. Add new fields to an existing report
   k. Format a datasheet
   l. Specify referential integrity
   m. Use a subdatasheet
   n. Sort records

2. **Learning Activities:**
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.

   **K. Unit Eleven:** In this lesson, you will practice how to start and exit PowerPoint and how to open a presentation. By working with the different views in PowerPoint, you will see that Normal View is useful for editing and formatting presentation text and that Slide Sorter View is useful to get an overall view of your presentation and to rearrange and delete slides. Using Slide Show view, you will practice running an electronic slide show and became familiar with some of the animation effects that are available in PowerPoint. You also will learn how to preview and print a presentation.

1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Select and change a document theme and variant
   b. Create a title slide and a text slide with a multilevel bulleted list
   c. Add new slides and change slide layouts
   d. Insert photos and illustrations into slides with and without content placeholders
   e. Move and resize photos and illustrations
   f. Change font size and color
   g. Bold and italicize text
h. Duplicate a slide
i. Arrange slides
j. Select slide transitions
k. View a presentation in Slide Show view
l. Print a presentation

2. **Learning Activities:**
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.

L. **Unit Twelve:** In this lesson you will learn how to format slides by changing fonts, font colors, and font sizes, changing text case, and text alignment. By formatting slide text, you will create focal elements on your slides that provided emphasis. Thus, you will learn how to use font formatting to draw the audience’s attention to the important points on your slides.

1. **Learning Outcomes:** Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Search for and download an online theme
   b. Insert and format pictures
   c. Insert and size a shape
   d. Apply effects to a shape
   e. Add text to a shape
   f. Change the text font
   g. Insert and format WordArt
   h. Insert a picture to create a background
   i. Format slide backgrounds
   j. Find and replace text and check spelling
   k. Add and print speaker notes

2. **Learning Activities:**
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. **Unit Outline:** Follow the sequence of the unit objectives.
M. Unit Thirteen: In this lesson you will practice advanced graphic formatting techniques using the Drawing toolbar. You will practice adding shadows and 3-D effects and manipulating drawing objects by rotating, changing object order, creating groups, and by aligning and distributing selected objects. These minor formatting techniques can take your presentation from good to great! Take your time as you format your presentation but do not lose sight of the fact that accurate slides, your skills as a presenter, and your familiarity with the content are far more important than the objects that you include.

1. Learning Outcomes: Upon successful completion of this unit the student should be able to perform the following tasks:
   a. Color a photo
   b. Add an artistic effect to a photo
   c. Align paragraph text
   d. Change views
   e. Ungroup, change the color of, and regroup an illustration
   f. Copy a slide element from one slide to another
   g. Insert and edit a video clip
   h. Insert audio
   i. Control audio and video clips
   j. Insert entrance, emphasis, and exit effects
   k. Control animation timing
   l. Change theme colors
   m. Change a theme and variant on one slide
   n. Print handouts

2. Learning Activities:
   a. Instructor will conduct classroom lecture/discussion on the topics listed above. (C5, F5, F11)
   b. Student reading assignments on each topic. (C5, F1, F11)
   c. Student participation in discussion of each topic. (C7, F6)
   d. Student will complete assigned laboratory hands-on exercises assigned from software applications textbook(s). (C8, C19, F9)

3. Unit Outline: Follow the sequence of the unit objectives.