CMIS 201 – Intermediate Microcomputer Applications (3 credits)
Professor’s notes*
December, 2007

*Note: All content is based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),

How would you rate the overall level of difficulty of this course?

Level of demand = 10 (if you are a novice), = 6-7 (if you have had many years experience using Excel) = 5 or 4 if you have experience with programming etc.
Note that you must learn this material by working on tutorial case based lessons outside of a classroom setting. The course is demanding and will require a minimum of 10-14 hrs per week. Students will spend more or less time depending on competencies in formula writing. Students may access help files and may also e-mail the instructor (see conditions below).

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),

How would you rate the level of the reading requirements in this course?

Level of demand = 7
The author of the textbook does an excellent job of presenting the material in a format that is conducive to learning for a distance student. The text is a step by step tutorial but also explains terms and concepts as you complete each case. I advise the student to read carefully as you work so that you understand all the processes involved in formula writing and integration of software.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),

How would you rate the level of the lecture requirements in this course?

Level of demand = 3
There are no lecture videos; however, there are help files and audio/video clips for reviews and more difficult concepts such as nested if statements and the VLookup. This is a hands’ on course. You learn by doing. Students may e-mail the professor and use the discussion board as well.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),

How would you rate the level of the online exam requirements in this course?

Level of demand = 8-10
This course contains 4 exams that together count as 60% of the final grade. All are timed with points deducted if that time limit is exceeded. The exams are multiple choice and the questions are based on the homework and textbook concepts. No open textbooks,
notes, or software are permitted during the exams. There are study guides (in the form of outlines) for the exams.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?**

Level of demand = 3-4
This course contains 2 discussion board assignments and comprises a total of 20 points of your final grade. The questions are fairly straightforward and draw on your work experience (formal or otherwise), and concepts and skills acquired in the course. Your responses should be in complete sentences and require 100-150 words. Responses to and from other students will follow.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?**

Level of demand = 6-10
This refers to the assignments and to the integrative project (PowerPoint presentation with embedded or linked spreadsheet demonstrating simple to advanced formulas and functions). There is not an actual written paper due for the course. The 8 weekly homework assignments comprise a total of roughly 30 assignments and comprise 40% of your final grade (includes discussion questions).

**Additional comments:**

Please note the additional advice that follows based on the thousands of students who have completed this course over the years. This is a fast-paced course. The prerequisite for the course is INFT 110 or an Introductory Computer Course at another college. Do not take more than 2 courses while taking this course. The home works are graded; 5% per day is deducted for late work. Most students like the structure. It is almost impossible to catch up after getting behind and most who get behind, fail the class. Those students who keep up and put effort into understanding the concepts do well (B or A). Students may ask questions on the discussion board or e-mail the professor for help but must list the pages read and formulas tried first. Most adult students are amazed by the new concepts they learn. Quotes from previous students:

*Module 3 has been an extremely informative module. I’m a general manager and several of the concepts in this module have given me ideas on how to streamline business practices in the restaurant. However, these concepts are helping both in my personal finances and in the corporate finance class I am currently enrolled in at Liberty.*

*Pay close attention to the CVP analysis portion as well when you start that business. I believe it will come in handy in the decision-making process for your business as will scenarios. I wish I had known how to do these using Excel when I was working in Liberty’s MBA program.*

*I decided that this course would be breeze since I thought that I knew everything about Excel. Now that I have been taking this course for 3 weeks, I realize that I knew almost nothing.*
COURSE SYLLABUS
CENTER FOR COMPUTER AND INFORMATION TECHNOLOGY

CMIS 201
INTERMEDIATE MICROCOMPUTER APPLICATIONS

COURSE DESCRIPTION
This laboratory experience offers the student a hands-on introduction to an electronic spreadsheet, a database program, and a presentation program. Upon this foundation, intermediate database and intermediate and advanced spreadsheet skills are taught. Throughout the course, there is an emphasis on the integration of the applications as they are applied to personal and organizational tasks. This course provides the IT foundations that are applicable for all curriculums.

RATIONALE
The success of any enterprise is largely dependent upon the timely availability of information. An understanding of the concepts of computer and information processing is essential for students to be successful in school, in their careers, and in life. This course is designed for students who wish to understand the integration and use of spreadsheets, databases, and presentation software. There is a need for those who understand how computers may be put to work in industry, education, government, church administration, and other areas.

I. PREREQUISITES
INFT 101 and INFT 102 or equivalent

II. REQUIRED RESOURCE PURCHASES

Note: The textbooks listed above can be purchased as a package on MBS Direct. (ISBN#: 1428330402)

Microsoft Office Professional 2007 (Excel, Access, and PowerPoint, Word). The 2007 software will be available for DLP students using the link below: Purchase only the 2007 Office Professional: http://www.liberty.edu/eacademy The cost is approximately $20.00 plus shipping.

III. Additional Materials for Learning
A. IBM compatible multimedia computer with Windows XP
B. Internet access (broadband recommended)
C. Microsoft Office Professional 2007
   (Microsoft Office 2007 is available at a special discount to LU students.)

IV. Measurable Learning Outcomes
Upon successful completion of this course, the student will be able to:
A. Function effectively in society through the application of computational skills used in spreadsheets, databases, and presentations.
B. Integrate efficiently the applications in the distributed environment of which the student will spend much of their time in their chosen careers.

V. Course Requirements and Assignments
A. Assigned readings and lecture presentations/notes
B. Discussion Board forums (2)
   The student will complete two Discussion Board forums in the course, one in Module 3 and the other in Module 7. The student will answer the instructor’s prompt in the corresponding forum (2–3 paragraphs) by creating a new thread. The thread must be posted by Friday evening of the module in which it is assigned. The student will then reply to at least two other students’ threads no later than Sunday evening of the same module. Each forum is worth 10 points.
C. Introductory Assignment
   The student will complete an assignment that demonstrates their knowledge of course policy and procedures. This assignment must be completed in Module 1 and is worth 25 points. Complete instructions can be found in Module 1.
D. Assignments
   Students will complete 34 assignments drawn from the textbook. Specific instructions are given in each module.
E. Integrated PowerPoint Presentation

The student will create a PowerPoint presentation using the guidelines set forth in the Final Presentation lesson in Module 8. The presentation must be submitted by the end of Module 8 and is worth 55 points.

F. Exams (4)

All exams are closed-book/closed-notes and are made up primarily of multiple-choice questions. Exams must be completed in no more 40 minutes; three points for each minute over the time limit will be subtracted from the student’s grade.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (2 at 10 pts. each) 20
Introductory Assignment 25
Assignments (34 total) 300
Integrated PowerPoint Presentation 55
Exam 1 (Module 2) 150
Exam 2 (Module 3) 150
Exam 3 (Module 6) 150
Exam 4 (Module 8) 150
Total 1000

B. Scale


C. Assignment Completion Policy

All assignments and projects must be completed in order to pass the class.

D. Academic Dishonesty/Cheating Policy

Students must complete the entire lesson (file) on their own. Students are never allowed to use anyone’s USB or file but their own or work together. Students should never lend their file to another student; if a student’s files are used by another student both students are considered guilty of cheating. If caught cheating the student will get a 0 on the homework and automatically have his or her course grade lowered by at least one whole grade (i.e. from a B to a C). If a student is caught using someone else’s file a second time, he or she will fail the course. If a student cheats or tries to cheat on an exam, he or she will fail the course.

E. Attendance Policy

While this is an online course, the student will be required to communicate with the instructor and turn in assignments on a weekly basis.
(Assignments are due for each module by 11:59 p.m. (ET) on Sunday of each week.) Students are expected to read announcements posted on Blackboard and check their Liberty email account on a regular basis. There are no extensions in this eight-week course.

F. Late Assignment Policy

5% per day will be taken off of each assignment for each day that it is late.

G. Extra Credit

There will be no extra credit given for this course.

H. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.
**COURSE CHART**

**CMIS 201**


(2007).

<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parsons: Tutorials 1–3</td>
<td>A1 &amp; A2 (7 pts each) A3 &amp; A4 (10 pts each) A5 8 Introductory/Policy Assignment</td>
<td>14 20 8 25</td>
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<tr>
<td>2</td>
<td>Parsons: Tutorials 4–5</td>
<td>A6, A7, &amp; A8 (8 pts each) A9 Practice Test Exam 1</td>
<td>24 12 0 150</td>
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<tr>
<td>3</td>
<td>Parsons: Tutorials 6–8</td>
<td>A10 &amp; A11 (10 pts each) A12 A13 A14 &amp; A15 (10 pts each) Discussion Board forum 1 Exam 2</td>
<td>20 5 8 20 10 150</td>
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<tr>
<td>4</td>
<td>Adamski: Tutorials 1–4</td>
<td>A16, A17, &amp; A18 (10 pts each) A19 &amp; A20 (8 pts each)</td>
<td>30 16</td>
</tr>
<tr>
<td>5</td>
<td>Adamski: Tutorials 5–6</td>
<td>A21 &amp; A22 (8 pts each) A23 A24</td>
<td>16 10 8</td>
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<tr>
<td>6</td>
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<td>A25 &amp; A26 (8 pts each) A27 Exam 3</td>
<td>16 15 150</td>
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<td>24 12 10</td>
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<tr>
<td>8</td>
<td>Parsons: Appendix B PowerPoint Tutorial</td>
<td>A33 A34 Final Exam Final Project</td>
<td>10 12 150 55</td>
</tr>
</tbody>
</table>

**TOTAL** 1000