CIT 203-I01 Access Certification Preparation – Online 1001
Using Microsoft Access 2013
3 credits – Fall 2015
August 31 – December 18

Please read completely through this syllabus and print it for future reference.

Instructor: Cindy Hyslop
E-mail: Use WebCampus email.
Office: Room 132 - 775 -753-2307 (voice mail)
Check office hours under “Class Information”
I do not check email or voice mail on weekends or holidays.
Office: Phone: 775-753-2307 (office hours listed in WebCampus)
Date: August 31 – December 18

The textbook can be purchased with a credit card at the online bookstore, by calling the Elko campus bookstore at (775)753-2270, by ordering online directly or from the publisher. **You have to use MS Access 2013**

Software:
This class requires Microsoft Access 2013. Earlier versions of Access may not have all the features addressed in this class; assignments completed using any version of Access other than 2013 may be incorrect and will lose points if they are incorrect.
This software is available for students to use in GBC campus computer labs; you can also purchase the software at an academic discount through the Follett bookstore on the Elko campus (775/753-2270), or you can purchase through other means such as a retail store or another online store. **Student Edition of MS Access does not have all the options described in the book.**

Great Basin College catalog course description:
The concepts and capabilities of microcomputer database systems management. The course teaches the command and programming language of a typical system, together with specific experience in creating and using databases in typical applications. Prerequisite: IS 201 or instructor's approval.

You will be reading the textbook, completing textbook-based hands-on assignments in Access, and participating in online discussions. This class is completely internet-based and is delivered through WebCampus. You must have and maintain Internet access throughout the semester.
Expected Learner Outcomes

<table>
<thead>
<tr>
<th>Upon successful completion of this class, students will be able to…</th>
<th>Measurements of learner outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building a Database and Defining Table Relationships</td>
<td>Weekly Assignments, Discussion</td>
</tr>
<tr>
<td>2. Creating Forms and Reports</td>
<td>Weekly Assignments, Discussion</td>
</tr>
<tr>
<td>3. Creating Advanced Queries and Enhancing Table Design</td>
<td>Weekly Assignments, Assessments</td>
</tr>
<tr>
<td>4. Build and use forms and subforms to solve problems</td>
<td>Weekly Assignments, Assessments</td>
</tr>
<tr>
<td>5. Build complex reports to solve problems and build macros.</td>
<td>Weekly Assignments, Assessments</td>
</tr>
<tr>
<td>6. Enter SQL commands into queries.</td>
<td>Weekly Assignments, Assessments</td>
</tr>
</tbody>
</table>

Chapter Structure:
Each chapter contains these features:
- Performance objectives outlining student goals for the chapter
- Introduction of the concepts, features, and functions
- Step-by-step exercises that guide students as they practice the features presented
- Chapter Summary of the main concepts presented
- Commands Review summarizing the commands presented
- Reviewing Key Points, including matching, completion, and/or fill-in self-check questions
- Applying Your Skills, assessing student performance without the step-by-step instructions

Instructions methods: Each lesson will introduce a new skill or concept. Students can practice by going through a tutorial in the textbook. Students can view videos on the concept. Assignments are then completed using the new skill or concept and turned in. The assignments will consist of exercises either from the instructor or the textbook. The assignments require substantial time spent on the student’s home computer or in one of the college’s computer labs to complete.

Methods of Instruction:
- explanation, demonstration, and examples of information technology concepts using in-class and online resources
- hands-on assignments incorporating information technology concepts
- reading and written assignments from the textbook, handouts, and online sources online discussions based on assigned readings and hands-on assignments
- individual work
- online video
- online presentations of each chapter

Student Contributions:
- Participation is critical to student success in this class.
• If you read, highlight, and summarize information from the text and make notes in the text margins, you will spend your study time efficiently and will be able to participate effectively as a class member.
• Your contribution includes the following:
  • Be punctual in submitting assignments.
  • Read the text.
  • Complete assignments and Unit Assessments
  • Participate in discussions.

Assignments (85%) –

Every week students are responsible for...

Reading and completing each week's assignment.
• Reading the assigned text
• Doing the in-chapter, step-by-step exercises in boxes with shaded backgrounds. DON’T SKIP THIS PART!
• Doing specified assignments at the end of each chapter that you will send in each week through modules.
• Students are responsible for keeping track of assignments turned in and grades earned.
• No late work is accepted unless it is approved in writing by the instructor by noon the day prior to the assignment’s due date. For example, if an assignment is due on Wednesday, written approval to submit the assignment late must be given by the instructor to the student by noon on Tuesday. If the assignments are more than three days late after the approval from instructor, you will receive a zero for the assignment.
• If you have questions on an assignment you have to ask the questions by 5:00 pm the day before assignments are due. I cannot guarantee an answer after that time.
• If you do not have the software for this you will have to go to a Computer Lab to complete these assignments.

The Assignments are available through the weekly modules in WebCampus.
• Assignment are available until their due dates and times. Once an assignment's due date and time has passed, the link will no longer be available.
• Your graded assignments could have a brief comment or attachment. You should open each graded assignment to see more detailed comments typed in it.
• When instructions in the book direct you to print your work, that is optional, and only for your benefit, because the textbook-based work I get from you will be the computer files you create and send through the Modules, corresponding week, and assignment name.

Discussion Topics (5% of grade):

You get to the Discussions from the weekly Learning Modules.
Do not use text messaging format when completing discussion, you will receive a zero. Once a Discussions topic’s due date and time has passed, the topic link will no longer be available and no late postings are will be allowed.

Discussion Rubric

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 203 Syllabus</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>
### Quality of Posting

<table>
<thead>
<tr>
<th>Level Three</th>
<th>Level Two</th>
<th>Level One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets criteria plus demonstrates grammatical correctness and sense of personal style. Effortlessly readable writing style.</td>
<td>Reasonably effective organization of content; numerous errors of grammar, usage, punctuation, and/or spelling; reads like a rough draft. The text construction is mainly formal containing few abbreviations or instances of txt.</td>
<td>Structurally disorganized; content is not developed effectively; awkward sentence structure; poor grammar, usage, punctuation, and/or spelling. Written in informal language, abbreviations, or txt.</td>
</tr>
</tbody>
</table>

### Content, Relevance, and Understanding

<table>
<thead>
<tr>
<th>Level Three</th>
<th>Level Two</th>
<th>Level One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content shows insight, depth, and understanding. It is clearly related to and fully addresses the original post, question, topic or concept. Entry is relevant with links to supporting material such as websites, images, and/or uploaded files, if applicable. Personal opinion is expressed in a relevant and appropriate style. Refers to other students’ posts and builds on these, if applicable. The reply or post shows a high level and depth of understanding in matters relating to and surrounding the original post.</td>
<td>Content shows insight, depth, and is related to the original post, question, topic or concept. May contain some irrelevant material. Personal opinion is expressed in an appropriate style. Refers to other students’ posts, if applicable. Shows a good depth of understanding.</td>
<td>Simple content which lacks insight, depth, or is superficial. The entry is short and frequently irrelevant to the original post, question, topic or concept. Does not express opinion clearly. Shows little understanding.</td>
</tr>
</tbody>
</table>

### First Post Made by Deadline

<table>
<thead>
<tr>
<th>Level Three</th>
<th>Level Two</th>
<th>Level One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post made by deadline.</td>
<td>Late or no post.</td>
<td>Missed posts or deadline</td>
</tr>
</tbody>
</table>

### Responded to Two Other Students’ Posts by Deadline

<table>
<thead>
<tr>
<th>Level Three</th>
<th>Level Two</th>
<th>Level One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded to two other students’ posts by deadline.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Online discussions are a major component of learning in the online world.**

- You access the Discussions through the weekly learning modules.
- You will have approximately three discussions.
- Each discussion is worth 100 pts.
- Respond to ALL parts of the question to earn the maximum number of points.
- Responses should be thoughtful, concise, and in your own words.
- Correct grammar, capitalization, spelling, and sentence structure are expected.
- Responses should not be in the format of a Yahoo chat room or a casual email to a friend. COT 240 is a college-level class taking place in an academic environment.
- Abusive language and profanity is considered disruptive and unprofessional student conduct that will lead to a reduction of points and/or removal from class.
- Responses maybe randomly selected and run through plagiarism detection software.
- Contact the instructor immediately if you suspect that your discussion response has been copied or if you receive class communications that are not appropriate.
- Use appropriate net etiquette. Flaming is not appropriate and is defined as e-mail responses that are considered hostile and as a personal attack.
- Flaming occurs when two or more individuals engage in responses that escalate, thus limiting and disrupting the discussion by the rest of the class.
- If you have any questions concerning the discussion questions, please contact me through WebCampus email.

**If plagiarism happens you will receive an "F" for the class. All work has to be completed individually. This includes assignments and discussions.**

**Plagiarism**
Plagiarism is presenting someone else’s words, ideas, or data as one’s own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the student will acknowledge the source whenever:

- Another person’s actual words are quoted.
- Another person’s idea, opinion, or theory is used, even if it is completely paraphrased in the student’s own words.
- Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.

**Grading**

Your grade is calculated by taking points earned divided by the total possible points.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Below &lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

**Weekly Chapter Assignment**

Worth 100 points per assignment

85% of your grade

**Weekly Tutorials – when assignment**

Worth 100 points per assignment

10% of your grade

**Discussions**

5% of your grade

**Class Email & Announcements**

Check the Class E-mail (on the top right of Canvas). I will be sending messages during the semester that will include helpful and valuable information. Feel free to email me if you have questions or concerns at any time.

**Computer Time**

Approximately six hours per week of computer time is recommended for successful completion of course requirements.

**Useful Textbook Information**

All files for the class are available through WebCampus

**Grade of Incomplete:**

The instructor shall not employ the use of and shall not issue the grade of “I”, a grade of incomplete, in this course.

**Student Drop Deadlines:**

If you do not complete the course and do not formally withdraw by the drop deadline, your instructor will have no choice but to assign you a grade of "F".

**Grade Appeals**
If a student has concerns or complaints about grading, s/he should follow the steps of the published procedures as stated on page 51 in the 2013-2014 GBC General Catalog.

Final Notes:
Do not let yourself get behind! Once we begin, we will cover several concepts in each class. If you are confused about any particular concept, please let me know immediately. Remember: No late work is accepted.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

Information available through WebCampus under Course Information:
- Office hours
- Weekly Schedule
- Discussion Rubric