Independent Study Course Syllabus

Course Number:  TEC 939
Course Title:  Microsoft Access: Exploring Databases

☐ Online  X Distance Learning

Instructor:  Dr. Richard Swan & Jim DiAngelous
Phone number:  559-999-5678
Email:  fswan@comcast.net
Web:  www.jdiangelous.com

Units: 3
Grade Level: K-12

Course Description:
This course is designed for the exploration of Microsoft Access and is an engaging, easy, and practical way for educators and administrators to learn databases and their uses. Access is designed for teachers and administrators searching for a way to improve their standards based instruction, to manage student-developed information, to teach searching skills, and/or to provide an exciting medium for their educational environment. The course textbook and engaging database projects will introduce the student to the basics needed to be a Microsoft Access user. Please be advised, this course can only be used with the Microsoft Windows operating system. The minimum requirements for this course are a computer, printer, and Microsoft Access 2003. More information and announcements can be found at www.jdiangelous.com.

Course Dates:
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

How the course fits into the National Standards:
Course content is based on Technology Standards from the International Society for Technology in Education. The course content is woven around the thesis of giving students’ authentic assignments of finding, reading, and evaluating information within the context of this course. Thus, what this course creates is a student whose focus is on databases and communicating this information with students and staff. In addition, what is important to us, as educators, is the course will develop a direct relationship between critical thinking, problem solving, and

---

To register for courses go to http://ce.fresno.edu/cpd and log in
decision-making. The development of databases inherently requires the student to be creative and innovative in solving problems. You never know what situation you may encounter and it requires a basic understanding of the operations and concepts that make our modern technology function.

Learning Objectives / Outcomes

**Creativity and Innovation**

Students will:

- demonstrate skills in using Access 2003
- demonstrate the skill of the database development cycle
- provide a journal of their course experiences
- create a student lesson plan to introduce Access skills into their curriculum
- expose students to practical examples of Access as an educational tool
- develop exercise-oriented approaches that allow learning by doing
- address local, state, and national standards

**Communication and Collaboration**

Students will:

- Journal of Course Experiences
- Assignments 1-16
- Classroom Database Project
- Curriculum Lesson Plan Outline (Student)
- Curriculum Lesson Plan Outline (Teachers)

*Students will email me when they receive materials, with one problem-solution assignment & when they return all assignments at the end of the course.*

**Critical Thinking, Problem-Solving & Decision-Making**

Students use critical thinking skills to plan and conduct research, solve technology problems related to software and hardware, and make informed decisions using appropriate digital tools, appropriate communication resources, and Internet resources.

a. Formulate a plan and manage activities to develop a solution or complete a project.
b. Collect and analyze data to identify solutions and/or make informed decisions.

d. Demonstrate continual growth in technology knowledge and skills to stay a breast of
current emerging technologies.

Technology Standards

National Educational Technology Standards:

ISTE published the National Educational Technology Standards for Students (NETS•S). They documented a U.S. consensus defining what students needed to know about and be able to do with technology.

(A) Creativity and Innovation
(B) Communication and Collaboration
(C) Critical Thinking, Problem-Solving & Decision-Making
(D) Technology Operations and Concepts
(E) Teach Learning and the Curriculum
(F) Productivity and Professional Practice

Links:  www.iste.org/AM/Template.cfm?Section=NETS

Course Materials

Textbook: Microsoft Office - Access 2003 by Shelly Cashman

Syllabus
Course of Study
Return Envelope
Grade Form (three part white/yellow/pink)

Course Requirements

Students will:

• Journal of Course Experiences
• Assignments 1-16
• Classroom Database Project
• Curriculum Lesson Plan Outline (Student)
• Curriculum Lesson Plan Outline (Teachers)
• Grade Form

Schedule of Topics and Assignments

Introduction

The assignments for this class are outlined below. Due to the complexity of the projects and course work, all assignments are to be returned as hard copies. All assignments will be returned together at the end of this course. Please do not send files by email.
Journal of Course Experiences: (ISTE B, D)

The purpose of the journal is basically to keep a log of the trouble-shooting problems that you have encountered and how you solved those problems. It is important to keep such information in order to save you time at some later date when you run across the same problem. You cannot remember every problem and solution that you will encounter and it's nice to have a log of what problems you have solved. Submit in your favorite word processing program a log or journal of your trouble-shooting experiences encountered during the life of this course. Be flexible here and use whatever method you wish to make this a valuable tool. Please return this for evaluation.

Assignments 1-16 (ISTE A, B, C, D, E, F)

Sixteen assignments need to be returned for evaluation. Assignments 1-8 are part of Project One and assignments 9-16 make up Project Two. These assignments refer to steps you must complete in the textbook. Print out each assignment and return them for evaluation. Make sure that you label each according to its number. Please note that some pages are marked to be read-only; they do not require an assignment to be returned for evaluation.

It is imperative that you follow the book religiously and complete each step in sequence. In following these steps you will have the databases that are required to complete the course.

Classroom Database Project (ISTE A, B, C, D, E, F)

Create a database that you can use in your classroom as a management tool or create a database that can be used with students. Your database must have the following minimum requirements:

1. 3 tables
2. 3 queries
3. 1 report

These are the minimums for this course; feel free to enhance the database to meet the needs of your class or management requirements.

One Curriculum Lesson Outline (Student) - (ISTE A, B, C, D, E, F)

The purpose of the curriculum lesson plan is to give you the opportunity to brainstorm ways to integrate Microsoft Access into your regular curriculum. Please select an area that will benefit your students. Your lesson plan outline can follow any format that you normally use in your class. Your lesson plan outline should address two areas. The first area includes off-line activities for students: what students will do when not working on the computer or what activities students will complete before creating or using Access. The second area includes on-line activities for students: what students will do when working on the database. Your lesson plan outline is
required to include local, state, and national standards that are appropriate to the lesson.

Students frequently ask if their lesson plan should be for one period, one day, or an extended length of time. Each student may decide the length of their lesson. You can construct it for one particular segment of the lesson, or write the lesson to cover from start to finish. If you see that this project is taking several weeks to complete, you may wish to write the lesson plan for a shorter segment of the anticipated project. If you write your lesson plan to cover a short segment of your student's project, then submit a summary of the complete project for evaluation.

One Curriculum Lesson Outline (Teacher) - (ISTE A, B, C, D, E, F)

The purpose of the curriculum lesson plan is to provide you the opportunity to brainstorm ways to teach Microsoft Access to other teachers. Please select an area in which you are interested or an area that will benefit teachers. Your lesson plan outline can follow any format that you normally use in your class. Your lesson plan outline should address two areas: off-line activities including what teachers will do when not working with Access; and on-line activities reflecting what teachers will do when working with Access. Your lesson plan outline is required to include local, state, and national standards that are appropriate to the lesson. Submit this for evaluation.

Evidence of Learning

I will evaluate each class assignment to make sure all students understand the content objective related to the assignment and that all requirements have been completed. All class assignments will be completed using databases or Word documents or HTML pages, of student’s choice, and burned on a CD.

Each student will demonstrate their understanding of course objective by completing successfully completing all the course assignments.

Each student will demonstrate their understanding of appropriate hands-on methods of teaching; by developing a lesson plans for students and staff on Microsoft Access.

Assignments to be returned for evaluation:

- Journal of Course Experiences
- Assignments 1-16
- Classroom Database Project
- Curriculum Lesson Plan Outline (Student)
- Curriculum Lesson Plan Outline (Teachers)

Grading Policy

Important Information
Please do not return any materials by registered mail or certified mail. I will not accept any mail
that is registered or certified. Using priority mail your materials well arrive in about three days. In addition, please reserve two weeks for assignments to be evaluated and your grade to be posted at the university. If you have a deadline make sure you leave sufficient time to get all your records to the proper location.

To earn a grade of "CR" or "B" students must complete all assignments and 240-269 earned points. Responses to assignments should be clearly written and organized. Assignments should be grammatically correct with few spelling mistakes. Student responses should specifically address the questions or issues in the assignments and are adequate in length. A moderate degree of thought and analysis should be evident in assignment responses.

An additional Classroom Database Project will be required for an “A” grade and 270-300 earned points. Responses to assignments should be well written and organized. Assignments should be grammatically correct with few spelling mistakes. Student responses should specifically address the questions or issues in the assignments and be adequate in length. A high degree of thought and analysis should be evident in assignment responses. Contact me via email or phone to discuss the additional assignments.

A “No Credit” will be issued if all assignments are not completed, responses to assignments are not clearly written or organized, and grammar and spelling errors are evident in assignments and 239 or less earned points. In addition, a “No Credit” will be issued if responses do not address the questions or issues in each assignment, are not of adequate length, and show very little degree of thought and analysis. Please contact me via email or phone if you are having difficulty. Very rarely have I issued a “No Credit” for other than failure to meet the due date of the course.

**Grading Rubric**

<table>
<thead>
<tr>
<th>Assignments (20%)</th>
<th>No Credit (239 or less pts.)</th>
<th>CR or B Grade (269-240 pts.)</th>
<th>“A” Grade (300-270 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completed less than 100% of all written text assignments as described in the course syllabus. Assignments were not presented in a clear and organized format, on or before the due date.</td>
<td>Students must meet 100% of all requirements listed in the Schedule of Topics.</td>
<td>An additional Access Project is required for an A grade. The addition problems must meet 100% of the requirements for a B grade. (100 pts.)</td>
<td>Please contact me if you are considering working for an “A” grade.</td>
</tr>
<tr>
<td></td>
<td>Journal of Course Experiences (25pts.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must meet 100% of all requirements listed in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Number and Title: TEC 939 Microsoft Access: Exploring Databasis
Instructor: Richard Swan, Ph.D.
Date of Revision 6/16/15
To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
Assignments (25pts)

Classroom Database Project (50%)
Checklist and Toolkit assignments are incomplete or not completed in a clear and organized manner, or do not address the requirements as stated in the Schedule of Topics
Students must meet 100% of all requirements listed in the Schedule of Topics.

Lesson Plan Outline (30%)
Assignments did not include all the requirements, or are missing elements of the lesson plan as outlined in the Schedule of Topics, are not thought out, and/or not presented in a clear and organized manner.
Lesson plans include all of the requirements outlined in the Schedule of Topics, and are written in a clear and complete manner, are well planned and thought out.

Teacher Lesson Plan
Student Lesson Plan (100pts.)

Grade Points:
A= 300-270 pts.
B= 269-240 pts.
No Credit = 239 or less pts.

Assignments will be evaluated on the requirements that are to be found in each assignment. Return all assignments at the end of the course. A self-addressed stamped envelope is included.

Mail to:

Dr. Richard Swan
P.O. Box 1863
Clovis, CA 93613-1863
If you have any questions, need advice or help, please call 559-999-5678 and leave your name, phone number and the best time for a return call. I will try and get back to you as quickly as possible. If you have Internet access and would like to exchange information in that way, my email address is rfswan@comcast.net.

Instructor Student Contact

The instructor is available to answer questions and/or clarify directions at the contact information listed at the beginning of the syllabus. In addition, students are required to contact the instructor as outline in the course material.

**Students will email me when they receive materials, one assignment, and when they return all assignments at the end of the course.**

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |

Course Number and Title: TEC 939 Microsoft Access: Exploring Databasis
Instructor: Richard Swan, Ph.D.
Date of Revision 6/16/15

To register for courses go to http://ce.fresno.edu/cpd and log in
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

**Student Learning Outcomes Oral Communication:** Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.

**Written Communication:** Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.

**Content Knowledge:** Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

**Moral Reasoning:** Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.

**Service:** Students will demonstrate service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.

**Quantitative Reasoning:** Students will accurately compute calculations and symbolic operations and explain their use in a field of study.

**Information Literacy:** Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.