

INFORMATION PROCESSING I: ESSENTIAL LEARNINGS

1. WHAT DO WE WANT STUDENTS TO KNOW, BE ABLE TO DO, AND BE LIKE AS A RESULT OF TAKING THIS COURSE (IP1)?

A. WORD PROCESSING

- I. PRODUCT CONTAINS 5 OR 6 OF THE FOLLOWING: HEADER, FOOTER, GRAPHICS, COLUMNS, TEXT WRAP, TEXT VARIATIONS (BOLD, ITALIC, UNDERLINE, TYPE, SIZE), HANGING INDENT, BULLETED TEXT, AND ALIGNMENT.
- II. A FEW SPELLING, GRAMMAR, PUNCTUATION, OR FORMATTING MISTAKES, BUT THEY DO NOT INTERFERE WITH THE INTERPRETATION OF THE FINAL PRODUCT.
- III. SOME ATTEMPT IS MADE AT CONSISTENT FORMATTING. SOME ATTEMPT IS MADE TO BALANCE CONTENT WITH FORMATTING CHOICES. CONTENT, MLA FORMATTING, BIBLIOGRAPHY, ETC. TIES TO THE ENGLISH DEPARTMENT.
- IV. AN ATTEMPT IS MADE TO INTEGRATE TEXT AND GRAPHICS, ALTHOUGH THE EFFECT IS INCONSISTENT OR DISTRACTING.

B. SPREADSHEET

- I. TWO OR THREE FUNCTIONS AND/OR FORMULAS (SUM, AVERAGE, MAXIMUM, MINIMUM, ETC.) INCLUDED AND CALCULATED ON APPROPRIATE CELLS.
- II. CHART INCLUDED WITH PROJECT, BUT MISSING A FEW NON-ESSENTIAL ELEMENTS OR DATA AND/OR IS INAPPROPRIATE FOR THE DATA.
- III. COLUMN WIDTHS, ROW HEIGHTS, CELL FORMATTING (NUMBER, TEXT, ALIGNMENT), TEXT FORMATTING (**B**, *I*, FONT), AND HEADER/FOOTERS ARE INCLUDED BUT 1 OR 2 ARE USED INAPPROPRIATELY.
- IV. WORD ART TITLES, GRAPHICS ARE ADDED.

C. DATABASE

- I. ABILITY TO DEVELOP FIELDS, PROPERTIES AND RECORDS. ALL FIELDS ARE COMPLETE IN ALL RECORDS. ALL ARE IN CORRECT ORDER AND ARE CORRECTLY DEFINED.
- II. REPORT IS COMPLETE WITH ALL ELEMENTS PRESENT (CORRECT FIELDS AND IDENTIFIERS, CORRECT SORTS, HEADER AND FOOTER).
- III. BASIC SORTING, BASIC QUERIES AND BASIC FORM GENERATION ARE CONSISTENT.
- IV. *QUERY IS FORMED TO ANSWER SPECIFIC DATA BASE QUESTION, AND RESPONSE IS APPROPRIATE.*

D. RESEARCH AND PRESENTATION

- I. AUDIENCE IS ABLE TO FOLLOW PRESENTATION; THERE ARE CONSISTENT SEQUENCES OF INFORMATION. MENUS AND PATHS TO MOST INFORMATION ARE CLEAR AND DIRECT.
- II. INCLUDES ESSENTIAL INFORMATION THAT IS FACTUALLY ACCURATE AND EASILY UNDERSTOOD. INFORMATION IS GATHERED FROM MULTIPLE ELECTRONIC SOURCES. SOURCES ARE PROPERLY CITED.
- III. FEW SPELLING OR PUNCTUATION ERRORS, INTERNAL PUNCTUATION IS SOMETIMES MISSING OR WRONG, PROBLEMS WITH GRAMMAR OR USAGE ARE NOT SERIOUS ENOUGH TO DISTORT MEANING.
- IV. GRAPHICS RELATE TO COMMUNICATING CONTENT. DESIGN ELEMENTS AND CONTENT COMBINE EFFECTIVELY TO DELIVER A HIGHER IMPACT THAN EITHER WOULD ALONE. THERE IS LITTLE RANDOM USE OF GRAPHICS.
- V. PRESENTATIONS INCLUDE TRANSITIONS, ANIMATIONS, AND THOUGHTFUL ORGANIZATION OF MATERIAL.
- VI. PRESENTATIONS ARE CONSISTENT WITH 6 TRAIT WRITING ELEMENTS.