

**ITT Technical Institute**

**TB133**

**Strategies for the Technical Professional**  
**Onsite and Online Course**

**SYLLABUS**

---

**Credit hours:** 4


**Contact/Instructional hours:** 50 (30 Theory Hours, 20 Lab Hours)

**Prerequisite(s) and/or Corequisite(s):**

None.

**Course Description:**

The course reviews characteristics and trends of the global information society including basic information processing, Internet research, other skills used by the technical professional and techniques that can be used for independent technical learning.



## COURSE SUMMARY

### COURSE DESCRIPTION

This course reviews characteristics and trends of the global information society including basic information processing, Internet research, other skills used by the technical professional and techniques that can be used for independent technical learning.

### MAJOR INSTRUCTIONAL AREAS

1. Digital Literacy
2. Conducting and Documenting Research
3. Professional Communication
4. Time Management
5. Independent Technical Learning
6. How Technology Impacts Professional and Professions

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify techniques for independent technical learning.
2. Navigate digital environments.
3. Demonstrate digital literacy using software tools.
4. Conduct and document research.
5. Demonstrate professional communication.
6. Implement strategies for managing time effectively.
7. Describe technological trends and how they impact your chosen field of study.

## COURSE OUTLINE

### MODULE 1: LEARNING INDEPENDENTLY

#### COURSE LEARNING OBJECTIVES COVERED

- Identify techniques for independent technical learning.

#### TOPICS COVERED

- The Need for Change
- Your Goals
- Classroom Etiquette
- Introduction to Microsoft Word

| MODULE LEARNING ACTIVITIES  | GRADED | OUT-OF-CLASS TIME |
|---|--------|-------------------|
| <b>Reading:</b> Gaskin, Ferrett, Vargas, McLellan, Sherfield, Montgomery, et al.> <ul style="list-style-type: none"> <li>• Part 1: Chapters 1 and 2</li> <li>• Part 2: Word Chapter 1 (Objective 1)</li> </ul>                | No     | 2 hr              |
| <b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Tutorial Links> Office Training Center> Word> Word on Windows> Word 2013 videos and tutorials> Create your first Word 2013 document | No     | 0.5 hr            |
| <b>Lesson:</b> Study the lesson for this module.  | No     | 1.5 hr            |
| <b>Discussion:</b> Participate in the discussion titled “Adapting to Change.”   | Yes    | 1 hr              |
| <b>Short Answer:</b> Submit the short answer titled “Rules of Classroom Etiquette.”   | Yes    | 3 hr              |
| <b>Project:</b> Read and begin the project.   | No     | 1 hr              |

Total Out-Of-Class Activities: 9 Hours

## MODULE 2: PROFESSIONAL COMMUNICATION

### COURSE LEARNING OBJECTIVES COVERED

- Demonstrate digital literacy using software tools.
- Conduct and document research.
- Demonstrate professional communication.

### TOPICS COVERED

- Critical Thinking
- The Learning Style
- Professional Communication Strategies
- Advanced Topics in Microsoft Word

| MODULE LEARNING ACTIVITIES   | GRADED | OUT-OF-CLASS TIME |
|--|--------|-------------------|
| <b>Reading:</b> Gaskin, Ferrett, Vargas, McLellan, Sherfield, Montgomery, et al.> <ul style="list-style-type: none"> <li>• Part 1: Chapters 3 and 4</li> <li>• Part 2: Word Chapter 1 (Objectives 2-8) and Word Chapter 2</li> </ul> | No     | 10 hr             |
| <b>Lesson:</b> Study the lesson for this module.   | No     | 2 hr              |
| <b>Discussion:</b> Participate in the discussion titled "Communicating to Different Audiences."  | Yes    | 1 hr              |
| <b>Essay:</b> Submit the essay titled "The Importance of Professional Communication."  | Yes    | 2 hr              |
| <b>Short Answer:</b> Submit the short answer titled "Professional Communication Techniques."   | Yes    | 3 hr              |
| <b>Project:</b> Continue work on the project.  | No     | 1 hr              |

Total Out-Of-Class Activities: 19 Hours

## MODULE 3: TIME MANAGEMENT

### COURSE LEARNING OBJECTIVES COVERED

- Navigate digital environments.
- Demonstrate digital literacy using software tools.
- Conduct and document research.
- Implement strategies for managing time effectively.

### TOPICS COVERED

- A Schedule Framework
- Procrastination
- Time Management Strategies and Tools
- Introduction to Microsoft Excel

| MODULE LEARNING ACTIVITIES  | GRADED | OUT-OF-CLASS TIME |
|---|--------|-------------------|
| <b>Reading:</b> Gaskin, Ferrett, Vargas, McLellan, Sherfield, Montgomery, et al. <ul style="list-style-type: none"> <li>• Part 1: Chapter 5</li> <li>• Part 2: Excel Chapter 1, Excel Chapter 2, and Excel Chapter 3</li> </ul>                               | No     | 9 hr              |
| <b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Tutorial Links> Microsoft Office Tutorials> Office Training Center> Excel> Excel on Windows> Excel 2013 videos and tutorials> Create your first Excel 2013 workbook | No     | 0.5 hr            |
| <b>Lesson:</b> Study the lesson for this module.  | No     | 2 hr              |
| <b>Discussion:</b> Participate in the discussion titled “Your Understanding of Procrastination.”  | Yes    | 1 hr              |
| <b>Essay:</b> Submit the essay titled “Ideas of Success.”   | Yes    | 2 hr              |
| <b>Lab:</b> Complete the lab titled “Schedule Creation Using MS Excel.”   | Yes    | N/A               |
| <b>Project:</b> Continue work on the project to meet Module 3 benchmarks.   | No     | 3 hr              |

Total Out-Of-Class Activities: 17.5 Hours

## MODULE 4: DIGITAL ENVIRONMENT AND TECHNOLOGY TRENDS

### COURSE LEARNING OBJECTIVES COVERED

- Navigate digital environments.
- Demonstrate digital literacy using software tools.
- Conduct and document research.
- Demonstrate professional communication.
- Describe technological trends and how they impact your chosen field of study.

### TOPICS COVERED

- Digital Environments
- Technology Trends
- Teamwork
- Introduction to Microsoft PowerPoint

| MODULE LEARNING ACTIVITIES  | GRADED | OUT-OF-CLASS TIME |
|---|--------|-------------------|
| <b>Reading:</b> Gaskin, Ferrett, Vargas, McLellan, Sherfield, Montgomery, et al.> <ul style="list-style-type: none"> <li>• Part 1: Chapter 6</li> <li>• Part 2: PowerPoint Chapter 1</li> </ul>   | No     | 7 hr              |
| <b>Reading:</b> ITT Tech Virtual Library> School of Study> General Education Information> Tutorial Links> Microsoft Office Tutorials> Office Training Center> PowerPoint> PowerPoint on Windows> PowerPoint 2013 videos and tutorials> Create your first PowerPoint 2013 presentation | No     | 0.5 hr            |
| <b>Lesson:</b> Study the lesson for this module.  | No     | 2 hr              |
| <b>Discussion:</b> Participate in the discussion titled “Technological Trends in Your Field of Study.”  | Yes    | 1 hr              |
| <b>Essay:</b> Submit the essay titled “Digital Tools for Networking.”   | Yes    | 2 hr              |
| <b>Short Answer:</b> Submit the short answer titled “Characteristics of an Effective Blog.”   | Yes    | 3 hr              |
| <b>Lab:</b> Complete the lab titled “Website Evaluation.”   | Yes    | N/A               |

| MODULE LEARNING ACTIVITIES                    | GRADED | OUT-OF-CLASS TIME |
|---|--------|-------------------|
| <b>Project:</b> Continue work on the project. | No     | 3 hr              |

Total Out-Of-Class Activities: 18.5 Hours



## MODULE 5: DIGITAL LITERACY

### COURSE LEARNING OBJECTIVES COVERED

- Identify techniques for independent technical learning.
- Navigate digital environments.
- Demonstrate digital literacy using software tools.
- Conduct and document research.

### TOPICS COVERED

- Digital Literacy Tools
- Workplace in the 21st Century
- Advanced Topics in Microsoft PowerPoint

| MODULE LEARNING ACTIVITIES  | GRADED | OUT-OF-CLASS TIME |
|---|--------|-------------------|
| <b>Reading:</b> Gaskin, Ferrett, Vargas, McLellan, Sherfield, Montgomery, et al.> <ul style="list-style-type: none"> <li>• Part 1: Chapter 7</li> <li>• Part 2: PowerPoint Chapter 2</li> </ul> | No     | 7 hr              |
| <b>Lesson:</b> Study the lesson for this module.  | No     | 2 hr              |
| <b>Discussion:</b> Participate in the discussion titled “Techniques to Becoming Digitally Literate.”  | Yes    | 1 hr              |
| <b>Short Answer:</b> Submit the short answer titled “Source Evaluation.”  | Yes    | 3 hr              |
| <b>Lab:</b> Complete the lab titled “ePortfolio Creation.”  | Yes    | N/A               |
| <b>Project:</b> Continue work on the project to meet Module 5 benchmarks.   | No     | 3 hr              |

Total Out-Of-Class Activities: 16 Hours

## MODULE 6: PROJECT AND REFLECTIONS

### COURSE LEARNING OBJECTIVES COVERED

- Identify techniques for independent technical learning.
- Navigate digital environments.
- Demonstrate digital literacy using software tools.
- Conduct and document research.
- Demonstrate professional communication.
- Implement strategies for managing time effectively.
- Describe technological trends and how they impact your chosen field of study.

### TOPICS COVERED

- Information Synthesis
- Fact Versus Opinion
- Data and Evidence
- Advanced Topics in Microsoft PowerPoint

| MODULE LEARNING ACTIVITIES  | GRADED | OUT-OF-CLASS TIME |
|---|--------|-------------------|
| <b>Reading:</b> Gaskin, Ferrett, Vargas, McLellan, Sherfield, Montgomery, et al.> Part 2: PowerPoint Chapter 3. | No     | 2 hr              |
| <b>Lesson:</b> Study the lesson for this module.  | No     | 2 hr              |
| <b>Discussion:</b> Participate in the discussion titled “Why Every Student Should Take This Course.”            | Yes    | 1 hr              |
| <b>Project:</b> Submit the project.   | Yes    | 5 hr              |

Total Out-Of-Class Activities: 10 Hours

**EVALUATION AND GRADING****EVALUATION CRITERIA**

The graded assignments will be evaluated using the following weighted categories:

| <b>CATEGORY</b> | <b>WEIGHT</b> |
|-----------------|---------------|
| Discussion      | 15%           |
| Short Answer    | 25%           |
| Lab             | 15%           |
| Essay           | 20%           |
| Project         | 25%           |
| TOTAL           | 100%          |

**GRADE CONVERSION**

The final grades will be calculated from the percentages earned in the course, as follows:

| <b>GRADE</b> | <b>PERCENTAGE</b> |
|--------------|-------------------|
| A (4.0)      | 90-100%           |
| B+ (3.5)     | 85-89%            |
| B (3.0)      | 80-84%            |
| C+ (2.5)     | 75-79%            |
| C (2.0)      | 70-74%            |
| D+ (1.5)     | 65-69%            |
| D (1.0)      | 60-64%            |
| F (0.0)      | <60%              |

## LEARNING MATERIALS AND REFERENCES

### REQUIRED RESOURCES

#### COMPLETE TEXTBOOK PACKAGE

- Gaskin, S., Ferrett, R., Vargas, A., McLellan, C. E., Sherfield, R. M., Montgomery, R. J., et al. (2015). *Strategies: Building on your best for career success (Custom 7th ed.)*. Boston, MA: Pearson Custom.

### RECOMMENDED RESOURCES

- ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)
  - Basic Search>
    - 5 simple tricks to sharpen thinking and memory skills. (2014). *Harvard Health Letter*, 39(9), 1-7.
    - Azer, S. A., Guerrero, A. S., & Walsh, A. (2013). Enhancing learning approaches: Practical tips for students and teachers. *Medical Teacher*, 35(6), 433-443.
    - Chit Ming, Y. (2014). Concept mapping: A strategy to improve critical thinking. *Singapore Nursing Journal*, 41(3), 2-7.
    - Haynes, J. M., McCarley, N. G., & Williams, J. L. (2015). An Analysis of Notes Taken During and After a Lecture Presentation. *North American Journal of Psychology*, 17(1), 175-185.
    - Herring, D. F., & Notar, C. E. (2011). Show what you know: ePortfolios for 21st century learners. *College Student Journal*, 45(4), 786-792.
    - Rissanen, A. J. (2014). Active and Peer Learning in STEM Education Strategy. *Science Education International*, 25(1), 1-7.
    - Shaw, R. D. (2014). How Critical Is Critical Thinking?. *Music Educators Journal*, 101(2), 65.
    - Sigette, T. (2009). Active-Passive-Intuitive Learning Theory: A Unified Theory of Learning and Development. *Online Submission*.
    - Villate, V. M. (2015). Yoga for College Students: An Empowering Form of Movement and Connection. *Physical Educator*, 72(1), 44-66.

- Willingham, D. T. (2014). Strategies That Make Learning Last. *Educational Leadership*, 72(2), 10.
- School of Study> General Education Information> Research Guides> Grammar, Writing and Style> WRITING> Strunk's Elements of Style>
  - Part I
  - Part II (1-8)
  - Part III (9-18)
  - Parts IV and V

## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as discussions, individual and group work, practice activities, and lessons. Your progress will be regularly assessed through a variety of assessment tools including discussion, short answer, lab, essay, and project.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

**ACADEMIC INTEGRITY**

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

**INSTRUCTOR DETAILS**

|                 |  |
|-----------------|--|
| Instructor Name |  |
| Office Hours    |  |
| Contact Details |  |

*(End of Syllabus)*