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| Course Code: | 1004ITF |
| Course Name: | Information Technology Fundamentals |
| Semester: | Semester 2, 2017 |
| Program: | Diploma of Information Technology |
| Credit Points: | 10 |
| Course Coordinator: | Jessica Korte |
| Document modified: | 6 June 2017 |

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

| Name | Email |
|-----------------|--|
| Jessica Korte | Jessica.korte@staff.griffithcollege.edu.au |
| Shahrzad Saremi | shahrzad.saremi@staff.griffithcollege.edu.au |

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

This course provides a foundational understanding of computing systems, taking into account the historical, social and technological context within which such systems have developed and are now deployed. The topics covered include the history of computing, the theoretical foundations of computing, the practical foundations of computer hardware and architecture, and an investigation into the theoretical and historical foundations of information technology and the social consequences of the deployment of this technology. This course was previously known as Foundations of Computing and Communication

Rationale

Foundations of Computing Systems provides a general introduction to computing and computer technology by first tracing the historical development of modern technological society and then looking in more detail at information technology and its impact on the modern world. The course will examine the principles behind modern computer architectures and languages, concentrating on the broader significance of computing in the intellectual, social and economic development of the modern world.

Main Topics:

1. Historical roots of technological society
 2. The nature of scientific investigation
 3. History of computing
 4. Theoretical and technical basis of computing
 5. Employability in a technological industry
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Aims

The primary aim of the course is to provide students with an historical perspective on information technology, introducing the ideas and developments that have been significant in shaping modern technological society, describing and defining computing and computer technology and looking at the impact of this technology on the contemporary world. From

this it is expected that students will gain an informed critical perspective from which to assess both the positive and negative aspects of current and future applications of information technology.

The course is further intended to provide students with a practical understanding of the architecture and operation of a basic computer system. As a result, it is expected that students will be able to answer, in some detail from a technical perspective, the question, "How does a computer system work?"

In professional terms, the course aims to introduce students to a broader view of their role as an IT professional, fostering a more informed and ethical perspective on the development and use of information technology, while also developing the student's ability to independently research and critically appraise the impacts of such technology.

Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate knowledge and understanding of employability/transferable skills in the IT industry
 2. Demonstrate understanding of the past, present and future of the IT discipline
 3. Understand the processes of creativity, innovation and problem solving in the IT industry.
 4. Demonstrate knowledge of the fundamentals of professional conduct
 5. Demonstrate ability to problem solve and critically appraise differing viewpoints
 6. Communicate effectively as an IT professional
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Texts and Supporting Materials

Recommended Resources

Tuffley, D. (2011). Communications for ICT: The Essential Guide. Australia: Altiora Publications (ISBN 9781465995049).

The text can be purchased from iTunes, Amazon (print & Kindle) and Smashwords in all eBook formats: <https://www.smashwords.com/books/view/92314>

Organisation and Teaching Strategies

Students will use the course web site available through the Griffith College portal to interact with the education and guidance content necessary to support structured learning outcomes. All material required to support the course (such as lecture notes, tutorial exercises, additional readings) will be made available on the course web site. Significant emphasis is placed on encouraging students to take responsibility for, and develop "ownership" of, their learning activities and outcomes.

The contact for this course is 48 hours which will consist of 12x 2 hours lectures and 12x2 hours tutorial/workshops. Course delivery will be as follows:

Lectures: -delivery of material from the text and/or other sources, necessary to the achievement of the course learning outcomes.

Tutorials: - to consolidate and reinforce the lecture material through discussion and activities.

Workshops: -will be used to guide students to develop an ePortfolio and for mastering of their employability skills, including communication, self-motivation, drive, planning, time management, persuasive writing, computing skills, self-awareness, confidence, life-long learning, independence, professionalism, decision-making and creativity.

Class Contact Summary

Attendance

Your attendance in class will be marked twice during a two hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to attend and participate in all classes throughout the semester.

Participation in Class

You are expected to actively participate in classes each week.

Consultant Times

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes. Consultation meetings with your teachers are available by emailed appointment.

Course Materials

It is expected that you will read lecture notes before attending lectures to promote active learning. You are encouraged to ask questions and actively participate in lecture and tutorial discussions.

Lecture notes will be made available to you on the myGriffith College website and you are advised to print these out and bring them to each class so that extra notes can be added.

Independent Learning

It is expected that you will spend additional 6 hours per week of independent study that would include summarising lecture notes, readings, assignments and completing tutorial activities not finished during the tutorial time.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

| Week | Topic | Activity |
|-------------|-----------------------------------|-----------------|
| 1 | Introduction and Administration | Lecture |
| 2 | The Employability Mindset | Lecture |
| 3 | Leadership and Teamwork | Lecture |
| 4 | The IT Industry | Lecture |
| 5 | Critical thinking | Lecture |
| 6 | Problem Solving And Analysis | Lecture |
| 7 | Innovation And Ethics | Lecture |
| 8 | Technical Communication | Lecture |
| 9 | Persuasive Writing | Lecture |
| 10 | Software Project Documentation | Lecture |
| 11 | Intercultural Communication | Lecture |
| 12 | Current and Emerging Issues in IT | Lecture |

Resources for each week will be provided through the Griffith College portal

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

| Item | Assessment Task | Weighting | Relevant Learning Outcomes | Due Date |
|------|-------------------------|-----------|----------------------------|----------|
| 1 | Career Action Plan | 10% | 1, 5, 6 | Week 4 |
| 2 | Envisioning Your Future | 50% | 1, 2, 3, 5, 6 | Week 10 |
| 3 | ePortfolio | 40% | 1, 4, 6 | Week 12 |

Assessment Details

Career Action Plan (10%)

Due: Week 4

Task Description:

This is essentially a goal setting process that can help clarify what your most exciting/satisfying future looks like. Once you know this, you can turn it into a plan that lets you transform these aspirations into clearly defined goals. It serves as encouragement for you to invest the time and energy into making them a reality.

A detailed description of the assessment task, including marking criteria, will be provided to students during class time.

Envisioning Your Future (50%)

Due: Week 10

Task Description:

Using the template provided, and based on your Career Action Plan write a 2,000 word expository essay in which you research what developments are likely in the field that you are primarily interested in over the next 5 to 10 years. If you are not sure, put serious thought into deciding on something for the purposes of this exercise.

Its purpose is to get you thinking about what the future will be like in a 5 to 10 year time frame. Successful people in the IT world are those who look for what is coming and pro-actively position themselves to take advantage of the future when it arrives, rather than reactively waiting for it to arrive then deciding what to do. This is a key employability skill. A detailed description of the assessment task, including marking criteria, will be provided to students during class time.

ePortfolio (40%)

Due: Week 12

Task Description:

Students will develop an ePortfolio to demonstrate mastering of their employability skills and showcase their assignments and extra-curricular work during their time at Griffith College.

A detailed description of the assessment task, including marking criteria, will be provided to students during class time.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on

the Student Website within fourteen [14] days of the due date. Detailed feedback will be emailed upon request. Students may also book consultations for in-person discussions of their performance.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills | Taught | Practised | Assessed |
|----------------------------------|--------|-----------|----------|
| Written Communication | Yes | Yes | Yes |
| Oral Communication | Yes | Yes | |
| Information Literacy | Yes | Yes | Yes |
| Secondary Research | Yes | Yes | Yes |
| Critical and Innovative Thinking | Yes | Yes | Yes |
| Academic Integrity | | Yes | Yes |
| Self Directed Learning | | Yes | |
| Team Work | | Yes | |
| Cultural Intelligence | | Yes | |
| English Language Proficiency | | Yes | |

Additional Course Generic Skills

Additional Course Information

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and

show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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