



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	FND107
<b>Course Name:</b>	<b>Computer Skills</b>
<b>Trimester:</b>	Trimester 3, 2020
<b>Program:</b>	Foundation Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Jesse Rostagno
<b>Document modified:</b>	13 October 2020

### Course Description

The course is a core course for all streams within the Foundation Program, and is designed to provide students with an understanding of the main applications of computers; an appreciation of the role which information processing plays in universities and the wider community; and to build skills in the use of application software.

### Assumed Knowledge

There is no assumed knowledge for this course.

### 1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Ali Saremi	alsa@portal.griffithcollege.edu.au
Jesse Rostagno	jesse.rostagno@griffithcollege.edu.au

## 1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times online. Times that your teacher will be available for consultation will be found on the Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device as well as installing Microsoft office products on their computers. Griffith College students can access Office365 for Education to install Microsoft Office products on their personal devices.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The course aims to provide students with a broad understanding of computers, an acquisition of skills in the main applications of computers, researching techniques and an appreciation of the role of information communication technology (ICT) in society.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Design elements of presentation in Microsoft PowerPoint.
2. Create documents and format text in Microsoft Word.
3. Use effectively the internet to conduct research while integrating research elements to Microsoft Word & PowerPoint.
4. Create worksheet & charts and organize data in Microsoft Excel.



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking				
Social responsibility and ethical awareness				
Cultural competence and awareness in a culturally diverse environment				



## 3. Learning Resources

### 3.1 Required Learning Resources

Online materials on the portal

### 3.2 Recommended Learning Resources

None

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### **Attendance**

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### **Preparation and Participation in Learning**

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### **Course Learning Materials**

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### **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].






### **Teacher and Course Evaluation**

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Activities and Learning Experiences

### 4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience





Week	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1: Microsoft PowerPoint</b>					
1	<p>Creating PowerPoint presentations</p> <p>Entering the information into the software to create a slideshow</p>	<p>Completing Microsoft PowerPoint class activities.</p> <p>Testing students' PowerPoint knowledge gained through practicing PowerPoint exercises in the class</p>	<p>Student practice starting and saving a PowerPoint presentation, inserting slides, slide design, formatting text, inserting shapes, animations, transitions, and printing a presentation to PDF in Microsoft PowerPoint</p>	-	1
2	<p>Adding objects and design elements to presentations</p>	<p>Completing Microsoft PowerPoint class activities.</p> <p>Testing students' PowerPoint knowledge gained through practicing PowerPoint exercises in the class</p>	<p>Students practice WordArt, SmartArt, tables, charts, slide master, and notes in Microsoft PowerPoint</p>	-	1
3	<p>Online Assessment</p> <p>Assignment instructions and requirements</p>	<p>Microsoft PowerPoint revision on any aspects of PowerPoint</p> <p>Assignment workshop based on a research topic allocated to each group</p>	<p>Answering students' questions before the assessment begins</p> <p>Academic researching</p> <p>Acknowledging the research sources based on a referencing guide</p> <p>Assignment overview, assignment groups, and assignment topics</p> <p>Conducting research on an assignment topic and start familiarising students with assignment requirements</p>	<p>Online PowerPoint Assessment - 20%</p>	1 & 3
<b>Module 2: Microsoft Word</b>					
4	<p>Creating a Word document in Microsoft Word</p>	<p>Completing Microsoft Word document class activities.</p> <p>Testing students' Word document knowledge gained through practicing Word document exercises in the class</p>	<p>Students practice opening a Word Document, saving, page layout, margins, editing, formatting, page breaks, show/hid feature, numbering, headers, footers, and paragraph style</p>	-	2
5	<p>Using more Microsoft Word tools to improve a Word document</p>	<p>Completing Microsoft Word document class activities.</p> <p>Testing students' Word Document knowledge gained through practicing Word document exercises in the class</p>	<p>Students practice tabs, tables, equations, and formatting a newsletter</p>	-	2

6	Developing research skills in Microsoft Word	Completing Microsoft Word document class activates.  Testing students' Word Document knowledge gained through practicing Word document exercises	Students practice creating a reference list, a title page, inserting a table of contents, and using word count option	-	2
7	Online Assessments	Microsoft Word revision on any aspects of Word	Answering students' questions before the assessments begin	Online Word Assessment - 30%	2
8	Online Assignment submission	Assignment workshop	Finalising and submitting the PowerPoint presentation  Finalising and submitting the project portfolio	Online PowerPoint presentation and project portfolio submission - 16%	2 & 3
<b>Module 3: Microsoft Excel</b>					
9	Group oral presentations  Creating a worksheet and organising data in Microsoft Excel	Groups give presentation on their topic  Completing Microsoft Excel class activates after the oral presentation  Testing students' Excel knowledge gained through practicing Excel exercises in the class	The presentations will take place online at the start of the class and each group member must participate equally in the presentation  Students practice entering data, formulas, and using practical functions in Microsoft Excel	Group Oral Presentations - 4%	3 & 4
10	Using more Microsoft Excel tools to improve a Worksheet	Completing Microsoft Excel class activates.  Testing students' Excel knowledge gained through practicing Excel exercises	Students practice formatting and absolute cell referencing in Microsoft Excel	-	4
11	Developing more practical skills in Microsoft Excel	Completing Microsoft Excel class activates.  Excel Revision activities	Students practice page layout, Charts, and printing in Microsoft Excel  Revising effective Excel questions to prepare for Excel Assessment in week 12	-	4
12	Online Assessments	Microsoft Excel revision on any aspects of Excel	Answering students' questions before the assessments begin	Online Excel Assessment - 30%  Online Deferred Word Assessment - 30%	4

## 5. Evidence of Learning (Assessment Plan)



### 5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Microsoft PowerPoint assessment	20%	1	Week 3
2	Microsoft Word assessment	30%	2	Week 7
3	PowerPoint presentation, project portfolio, and oral presentation	20% (16 + 4%)	3	Week 8 & 9
4	Microsoft Excel assessment	30%	4	Week 12

### 5.2 Evidence of Learning Task Detail

There are 4 items of assessment in the course. To give yourself the best chance of success in this course you are encouraged to submit all 4 pieces of assessment.

#### 1. PowerPoint Assessment

The PowerPoint assessment will take place online in week 3 under supervised and timed conditions. The assessment tests student's skill in the use of Microsoft PowerPoint and contributes 20% to the overall grade.

#### 2. Word Assessment

The Word assessment will take place online in week 7 under supervised and timed conditions. The assessment test student's skill in the use of Microsoft Word and contributes 30% to the overall grade.

#### 3. Assignment

The presentation assignment will be completed in groups of three and contributes 20% to the overall grade. The presentation is to be presented to the class online using Microsoft PowerPoint and requires each group to submit a PowerPoint presentation and a project portfolio. The assignment is submitted in week 8 with presentations taking place online in week 9. Late submissions will be penalized as per the Griffith College assessment policy.

#### 4. Excel Assessment

The Excel assessment will take place online in week 12 under supervised and timed conditions. The assessment will test student's skill in the use of Microsoft Excel and contributes 30% to the overall grade.

### 5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.



## 5.4 Other Information about Evidence of Learning

### 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.

### Requests for extension

To apply for an extension of time for an evidence of learning item, 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 Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

### Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

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

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