



1. General Course Information

1.1 Course Details

Course Code:	FND107
Course Name:	Computer Skills
Trimester:	Trimester 2, 2024
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Shane Trinne
Document modified:	01/05/2024

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 three major applications used on computers for creating content at university; 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 (provide the tools required to succeed in a tertiary setting in Australia/ understand and use Word/PowerPoint/ Excel).

Assumed Knowledge

There is no assumed knowledge for this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Shane Trinne	Shane.trinne@griffithcollege.edu.au
Felicity Armstrong	Felicity.Armstrong@griffithcollege.edu.au
Jeanelle Sutton-Yeomans	Jeanelle.sutton-yeomans@griffithcollege.edu.au

1.3 Meet with your teacher.

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop, or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

All students must install 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 creative and functional presentations in Microsoft PowerPoint.
2. Create productive documents and presentations with the efficient formatting of text, images, and tables.
3. Construct spreadsheets using data entry and cell formatting, whilst performing functions to interpret data using Microsoft Excel.
4. Use Microsoft Word to create properly formatted academic documents with a title page, headers and footers, a table of contents and a reference list.



2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		



3. Learning Resources

3.1 Required Learning Resources

All materials for this course are provided free of charge on the course site.

3.2 Recommended Learning Resources

N/A

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

As you progress from the Foundation program to Diploma studies with Griffith College you will note some changes to the terminology used about your learning. This includes **Before Class** = Learning Content; **Classwork** = Learning Experiences; **Homework** = Learning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the **Before Class** (Learning Content) prepared by your teacher which is found on the course site. Make sure you complete the After Class (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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all **Classwork** (Learning Experiences) which underpin the learnings in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the Before Class and After Class outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' This time is critical for you to use to seek assistance from your teacher. You must book these consultation sessions as part of your weekly learning to assist you to succeed in your studies.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find **Before Class** (Learning Content), **Classwork** (Learning Experiences), After Class (Learning Activities) and **Assessment** (Evidence of Learning). **Before Class** work will be engaged with prior to the scheduled **Classwork** (your weekly class). This will ensure you are prepared for the scheduled class by being aware of the content and vocabulary to be covered and therefore will be able to actively participate in the session. After Class (Learning Activities) are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for **Assessment** (Evidence of Learning Tasks) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course content even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course learning material and completing the homework activities. It also means you will need to find additional information to evidence your learning 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%. You will be notified should your attendance fall below this, and required to enter into a Return to Study Plan. Students are required to be engaged in their learning and to maintain a GPA equal or greater than 3.5 to not be at risk of exclusion. [please see Griffith College Policy Library - [Program Progression Policy](#)– section 2.3 and 2.4 for more information on progress to avoid probation and exclusion.

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 teacher evaluations via Griffith College's evaluation tool whenever these are available.

Expected Course Workload

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
4	6	10

*Total time spent per week in Direct Class Contact time

**Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)

Academic Communication Skills 1 (FND101) & Academic Communication Skills 2 (FND102)

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
5	5	10






* Total time spent per week in Direct Class Contact time

**Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)



4. Weekly Guide: Before Class (Learning Content), Classwork (Learning Experiences) and Homework (Learning Activities) and Assessment (Evidence of Learning)

The information below lays out how your learning will be organised throughout the trimester:

Week	Before Class (Learning Content)	Classwork (Learning Experiences)	Homework (Learning Activities)	Assessment (Evidence of Learning)	Learning Outcome
					
Module 1: Microsoft PowerPoint					
1	<p>Before Class Vocabulary flash cards and crossword for week 1 vocabulary</p> <p>In Class topics Introduction to Course</p> <p>Introduction to Programs used throughout the Course</p>	<p>Course overview</p> <p>Possible downloading of free software to use throughout the course.</p> <p>Basic activities including opening, saving and finding documents.</p>	<p>Introduction to Course Outline</p> <p>Introduction to Microsoft suite and their Google or Mac equivalents</p>	-	1 & 2
2	<p>Before Class Vocabulary flash cards and crossword for week 2 vocabulary</p> <p>In class topics Creating PowerPoint presentations</p> <p>Entering the information into the software to create a slideshow</p>	<p>Student practice starting PowerPoint presentations, inserting slides, slide design, formatting text, inserting shapes, animations, transitions, and printing a presentation to PDF in Microsoft PowerPoint</p>	<p>Completing Microsoft PowerPoint class activities.</p> <p>Testing students' PowerPoint knowledge gained through practicing PowerPoint exercises in the class</p>	-	1 & 2
3	<p>Before Class Vocabulary flash cards and crossword for week 2 vocabulary</p> <p>In class topics Adding objects and design elements to presentations</p>	<p>Students practice WordArt, SmartArt, tables, charts, slide master, and notes in Microsoft PowerPoint</p>	<p>Completing Microsoft PowerPoint class activities.</p> <p>Testing students' PowerPoint knowledge gained through practicing PowerPoint exercises in the class</p>	-	1 & 2
4	<p>Before Class Revision</p> <p>In class topics Online Assessment</p>	<p>In class exam</p>	<p>Microsoft PowerPoint revision on any aspects of PowerPoint</p>	<p>Online PowerPoint Assessment - 25%</p>	1 & 2

Module 2: Microsoft Word

5	Before Class Vocabulary flash cards and crossword for week 5 vocabulary In class topics Creating a Word document in Microsoft Word	Students practice opening a Word Document, saving, page layout, margins, editing, formatting, page breaks, show/hid feature, numbering, headers, footers, and paragraph style	Completing Microsoft Word document class activates. Testing students' Word document knowledge gained through practicing Word document exercises in the class	-	2 & 4
6	Before Class Vocabulary flash cards and crossword for week 6 vocabulary In class topics Using more Microsoft Word tools to improve a Word document	Students practice tabs, tables, equations, and formatting a newsletter	Completing Microsoft Word document class activates. Testing students' Word Document knowledge gained through practicing Word document exercises in the class	-	2 & 4
7	Before Class Checking your spelling online tutorial In class topics Developing research skills in Microsoft Word	Students practice creating a reference list, a title page, inserting a table of contents, and using word count option	Completing Microsoft Word document class activates. Testing students' Word Document knowledge gained through practicing Word document exercises	-	2 & 4
8	Before Class Revision In class topics Online Assessment		In class assessment for Microsoft Word	Online Word Assessment - 25%	2 & 4

Module 3: Microsoft Excel					
9	<p>Before Class Week 9 vocabulary flash cards</p> <p>In class topics Introduction to Microsoft Excel</p>	Students will practice simple cell data input and simple auto sum functions, whilst gaining confidence in basic excel functions	Completing Microsoft Excel introductory activities in class	-	
10	<p>Before Class Revision and “test yourself” activities</p> <p>In class topics Developing more practical skills in Microsoft Excel</p>	Students practice page layout, Charts, and printing in Microsoft Excel	Completing Microsoft Excel class activates. Excel Revision activities	-	2 & 3
11	<p>Before Class Revision of weeks 1-10</p> <p>In Class Topics Assess skills learned in weeks 1-10.</p>	Students create a PowerPoint presentation on a topic of their choosing, containing at least 1 Excel chart, and create an accompanying overview, formatted in Word		PowerPoint, Word and Excel in-class project 25%	1, 2, 3 & 4
12	<p>Before Class Online reading “7 weird and fun things you can create with Microsoft Excel”</p> <p>In class topics Using more Microsoft Excel tools to improve a Worksheet</p>	Students practice formatting and absolute cell referencing in Microsoft Excel	Completing Microsoft Excel class activates. Testing students’ Excel knowledge gained through practicing Excel exercises	-	2 & 3
13	Exam Week			Excel exam 25%	2 & 3



5. Assessment (Evidence of Learning)

5.1 Assessment Summary (Evidence of Learning Summary)

	Assessment	Weighting	Learning Outcome	Due Date
1	Microsoft PowerPoint assessment	25%	1 & 2	Week 4
2	Microsoft Word assessment	25%	2 & 3	Week 8
3	PowerPoint, Word and Excel in-class project	25%	1, 2, 3 & 4	Week 11
4	Microsoft Excel assessment	25%	2 & 4	Exam week

5.2 Assessment Task Detail (Evidence of Learning)

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Assessment Task 1: PowerPoint Assessment (25%)

Task Type: Online assessment

Due Date: Week 4, class time

Weight: 25%, Marked out of 40

Duration: Students have 1 hour to complete the assessment, which has 24 steps.

Task Description: The PowerPoint assessment will take place online in week 4 under supervised and timed conditions. The assessment tests student's skill in the use of Microsoft PowerPoint and contributes 25% to the overall grade.

Criteria and Marking: Students are assessed on their ability to design creative and functional presentations in Microsoft PowerPoint and produce productive presentations with the efficient formatting of text, images, and tables.

Submission: PowerPoint presentations are submitted online via a link on the week 4 course page

2. Assessment Task 2: Word Assessment (25%)

Task Type: Online Assessment

Due Date: Week 8 class time

Weight: 25%, Marked out of 50

Duration: Students have 2.5 hours to complete the assessment, which has 12 steps.

Task Description: The Word assessment will take place online in week 8 under supervised and timed conditions. The assessment test student's skill in the use of Microsoft Word and contributes 25% to the overall grade..

Criteria and Marking: Students are assessed on their ability to create productive documents with the efficient formatting of text, images, and tables, and use Microsoft Word to create properly formatted academic documents with a title page, headers and footers, a table of contents and a reference list.

Submission: Completed Word documents are submitted online via a link on the week 8 course page.

3. Assessment Task 3: PowerPoint, Word and Excel in-class project (25%)

Task Type: In-class project

Due Date: Week 11 class time

Weight: 25%, Marked out of 40

Duration: Students have the full duration of the class to complete the assessment.

Task Description: The project assessment will take place in class in week 8 under supervised and timed conditions. The assessment tests a student's skill in the use of Microsoft Word, PowerPoint and Excel and contributes 25% to the overall grade..

Criteria and Marking: Students are assessed on their ability to make creative and functional use of PowerPoint to create engaging content. The use of Word to create an informative and well formatted overview of the chosen topic. The use of Excel to present data in an easy to understand and visually appealing way, and on engagement and creativity.

Submission: Completed documents are submitted online via a link on the week 11 course page.

4. Assessment Task 3: Excel Assessment (25%)

Task Type: Online Assessment

Due Date: Week 13 (exam week)

Weight: 25%, Marked out of 50

Duration: Students have 1.5 hours to complete the assessment, which has 9 sections

Task Description: The Excel assessment will take place online in exam week under supervised and timed conditions. The assessment will test student's skill in the use of Microsoft Excel and contributes 25% to the overall grade.

Criteria and Marking: Students are assessed on their ability to create productive documents with the efficient formatting of text, images, and tables, as well as construct spreadsheets using data entry and cell formatting, whilst performing functions to interpret data using Microsoft Excel.

Submission: Completed Excel documents are submitted online via a link in the week 12 course page.

In order to pass this Course, students must:

A. Attempt all assessment items

B. Demonstrate assurance of learning of all learning outcomes through graded Assessment Tasks.

5.3 Late Submission

An Assessment Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Assessment Task by 5% of the maximum mark applicable for the Assessment Task, for each calendar day that the task is late. Assessment tasks submitted more than seven calendar 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 Assessments (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 task, 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 Evidence of Learning Tasks.

Return of Assessment Tasks

1. Marks awarded for in-trimester assessment tasks will be available on the course site within fourteen [14] days of the due date. This does not apply to the final assessment task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 enroll.
3. Marks for **all assessment** tasks including the final exam will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of assessment tasks 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 Evidence of Learning Tasks-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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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.