

**Columbia College**  
**Computer Skills for Professionals (INTE125-1)**

**Course Outline**

Semester Dates: Jan. 4<sup>th</sup>, 2021 – Feb. 6<sup>th</sup>, 2021

Facilitator:	Raisa Alarakyia	Email:	raisa.alarakyia@columbia.ca
Class Time:	Thu 5:30 pm – 8:00 pm; Sat 12:00 pm – 2:30 pm; Each class is followed by a 30 minute open lab	Room:	Online Meetings with 'Microsoft Teams' ( <a href="https://teams.microsoft.com">https://teams.microsoft.com</a> )
Credit:	3.0	Prerequisite:	None

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

The course includes facilitation in both conceptual and functional computer understanding. Conceptual literacy is the key focus of the scheduled classes. These classes devote special attention towards introducing students to current computer topics and tools from the perspective of their use by professionals in human services and in education fields. Topics include (but are not limited to): connecting with information, digital inclusion, privacy and security, net addictions, cyberbullying, parental controls, and communication tools. Functional computer literacy is the key focus of the labs. This part of the course teaches basic to intermediate computer skills in Microsoft Word, Excel and an introduction to blogging. Throughout this course, students will be introduced to a number of current web-based technologies, and challenged through discussions relating to their use and application as a professional.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Demonstrate an awareness of keyboarding benchmarks in the profession, as well as to speak to the importance of outlining personal development goals in this area.
- Be able to describe key positions relating to the digital divide, and its impact on our society.
- Demonstrate an understanding of the practical application of Cloud computing and the various leading tools introduced throughout the course.
- Understand the fundamentals of finding credible information online and be able to demonstrate the use of different support resources to solve basic computer-related problems.
- Interact with an active LinkedIn Account.
- Be able to contribute to a personal blog on technology.

- Understand the basics of computer security, and be able to discuss preventative and corrective solutions to security-related problems.
- Demonstrate a foundational understanding of Net Addictions, Cyberbullying, and Parental Controls and be able to point to online resources accordingly.
- Use Microsoft Word, Excel, Powerpoint, OneNote, Teams and other related software for regular applications.

### **Course Format:**

This course will be delivered as a combination of online synchronous classes through the use of Microsoft Teams meetings, as well as a number of online asynchronous learning activities and computer labs. Where possible, the course will use a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, group activities and especially case studies. Our faculty aim to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The virtual classroom is intended to provide you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

### **Required Textbooks and Equipment:**

- Office 365 Student Account
- LinkedIn Account
- Microsoft Educator Community Account
- SIMnet Online Access; Assigned online Video Cases / Tutorials and e-Readings

### Homework Assignment Due for the First Class:

- Read this syllabus and prepare to discuss in class
- Login to the INTE125 Moodle course page at <https://portal.columbia.ab.ca> and complete all of the pre-work activities for Class 1

### Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback. To receive credit for this course, you must successfully complete all of the computer labs, as well as submit all of the Technology Journals.

Title of Assignment/Examination	Due Date	Weight
Professional e-Portfolio	Class 10	35%
Student Technology Blog (continuous throughout semester)	Class 10	35%
Pre-Class SIMNet Activities	Classes 2-8	10%
Microsoft Word and Microsoft Excel Projects	Classes 4-9	20%

### Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

#### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Note: The mastery learning level for this course is 70%. Students need to obtain 70% or greater in order to receive credit for this course. Students will be able to repeat make-up labs in order to obtain the mastery learning level.

### **Submission and Completion of Assignments:**

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5%. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

**Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

**Important Dates:**

<i>Description</i>	<i>Date</i>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

**Appeals:**

Please refer to the [Student Appeal Policy \(ADM-P177\)](#).

**Students with Temporary or Permanent Disabilities:**

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College’s Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ca](mailto:accessibilityservices@columbia.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College’s website to review *the Accommodation Policy and Handbook (ADM-P188)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Disability Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Call Student LifeWorks toll-free, any time: 1-877-418-1537

You can also visit [www.lifeworks.com](http://www.lifeworks.com)

(username: Columbia College; password: LifeWorks).

**Class Schedule/Overview:**

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Number	Class Topics	Computer Labs
Class 1	Connectivism and Digital Divide	No Labs / SimNet Activities Scheduled
Class 2	Online Learning Resources	<b>Lessons / Daily Test:</b> Office Essential Skills
Class 3	RSS Feeds, Blogs, and Podcasts	<b>Lessons / Daily Test:</b> Word Lab 1
Class 4	Presentation and Imaging Tools	<b>Computer Project:</b> Word 2019 Skills Approach - Ch 1 Fix It 1.6  <b>Lessons / Daily Test:</b> Word Lab 2

Class 5	Social Networking Tools / ePortfolio review (Wix)	<p><b>Computer Project:</b> Word 2019 Skills Approach - Ch 2 Fix It 2.6</p> <p><b>Lessons / Daily Test:</b> Word Lab 3</p>
Class 6	OneNote, FindTime and Other Organization Tools	<p><b>Computer Project:</b> Word 2019 Skills Approach - Ch 3 Fix It 3.6</p> <p><b>Lessons / Daily Test:</b> Excel Lab 1</p>
Class 7	Inclusive Technology	<p><b>Computer Project:</b> Excel 2019 Skills Approach - Ch 1 Challenge Yourself 1.4</p> <p><b>Lessons / Daily Test:</b> Excel Lab 2</p>
Class 8	Presentations	<p><b>Computer Project:</b> Excel 2019 Skills Approach - Ch 2 Challenge Yourself 2.4</p> <p><b>Lessons / Daily Test:</b> Excel Lab 3</p>
Class 9	Security, Privacy and Cyber-Bullying	Excel 2019 Skills Approach - Ch 3 Challenge Yourself 3.3
Class 10	Presentations and Open Labs	

## Student ePortfolio

**Due Date: Class 10 at 11:59 pm**

**Weight: 35%**

Students are to create a professional looking ePortfolio on their own website.

### Purpose of an ePortfolio

The Purpose of an ePortfolio is to make a connection between the activities you are interacting with as a student, the experiences you are collecting, and the skills and behaviours that you are developing as a result. Students should continually reflect and look inward at each project, assignment, and academic experience to understand how these activities are providing a very real contribution to transparent skills and behaviours that will lead to their success in their careers. Lead to an increase in their professional currency.

Employers have often expressed concern in the skill or behaviour gaps in students (and even long-term employees) in some of the key professional behaviours that are fundamental to a strong, productive employee. These behaviours - often called soft skills - are often harder to accurately measure and assess than other skills, but are fundamental and key behaviours that lead to either success and upward advancement, or being let go from one's job. Consider the following quote:

**85% of employees who lose their jobs, are let go due to a lack of professionalism, as opposed to a lack of hard skills**

Columbia College has outlined the following 12 professional behaviour categories:

- Professional Approach
- Teamwork
- Communication
- Conflict Management
- Self-Concept
- Life-Long Learning
- Problem Solving
- Innovation
- Organization
- Stress Management
- Leadership
- Performance

Review the ['Professional Behaviours'](#) document for further description and review of each of these areas.

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### Key Parts to an ePortfolio

## About Me

This is a quick introduction to who you are and your core values. It's designed to be short, and mirror the concept of an 'elevator pitch'. Your elevator pitch is what you'd tell a stranger (perhaps a potential employer) about yourself in the time that it would take to ride in an elevator. So, short and sweet, and memorable. Here's a good resource to start developing your 'Elevator Pitch':

[How to give a good elevator pitch - with examples](#)

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A key part of your e-Portfolio will be to provide a display of your 'artifacts' (assignments, projects, essays, presentations, videos, etc.), and provide a reflective summary of how the artifact enhanced one of the Professional Behaviours listed above. This connection to evidence of your learning can be presented by a skill spotlight, a course spotlight, or a portfolio spotlight. Let's look at each:

## Skills Spotlight

This 'spotlight' focuses on a specific skill that was developed or strengthened following a particular task or learning activity. **The purpose of this 'spotlight' is to show the growth that occurred in this skill.** This can be done in a three step process:

- Task
- My Actions
- Result

Here are a few examples of this done in a student ePortfolio:

[Decision Making](#)

[Leadership](#)

## Course Spotlight

This 'course' can represent any kind of formal learning activity including:

- A course that you took for credit at a formal educational institution
- A course that you took online on your own, often obtaining a badge or certificate of completion

A course spotlight, essentially, is where you provide a brief summary of a course that you took, and then list one or more Skill Spotlight items that were takeaways for that course. Examples of a Course Spotlight can be seen here:

[ARBUS300](#)

[ARBUS400](#)

## Artifact Spotlight

The artifact spotlight is where you can showcase some of your work. This is valuable for it can give future employers and peers examples of your learning 'in action'. It also is a place where you can showcase some of the projects that you have worked hard at completing. This is your educational 'Art wall' where you can put on display all of the amazing things that you have created, learned, and reflected upon. Examples of a artifact spotlight item can be found here:

[Senior Research Project](#)

[The Working Centre](#)

## Resume

### Contact Me

Keeping an *updated* 'Resume', and a 'Contact Me' section on your ePortfolio is a valuable way to help network yourself to potential new employers or peers. Sharing your ePortfolio with others when you are developing your network is a valuable way to showcase your talent.

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## Putting it all together

An example of a completed ePortfolio can be seen here:

[Danielle Cruz](#)

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## 1. Build your ePortfolio website using WIX:

There are many website-builders — or platforms — that can be used to create an ePortfolio. Students are encouraged to use 'Wix' to complete their ePortfolio. If a student is interested in building their ePortfolio using another tool (i.e. Google Sites, Weebly, WordPress, or another web design tool), they should contact their Facilitator for approval prior to building their site. Each of these platforms have an easy-to-use interface (no coding required) and extensive support features to help you learn to navigate the technology.

The platform support pages provide tutorials, answers to common questions, informational articles, and much more. If you would like face-to-face support, contact your facilitator to arrange an onsite - walk through - in one of Columbia College's learning centre computer labs.

### Wix

- [Wix Getting Started Packet](#)
- [Wix Homepage](#)
- [Wix Support Page](#)

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## 2. Include the following sections:

- About Me

- Course Spotlight (Minimum 1 - can use INTE125, ENGL110, or another course you have taken including a Microsoft Education Badge)
- Skills Spotlights (include a minimum of 3 using the Task, My Actions, Results format)
- Artifacts Spotlight (include a minimum of 3 artifacts, including the following)
- A link to your LinkedIn Account (which includes the completion of the following LinkedIn Activity)
  - [LinkedIn Activity](#)
- Resume (will not be grading your resume, just include it in your ePortfolio)
- Contact Me

### **3. Due Date: Class 10**

Note: you are encouraged to share where you are at with your ePortfolio by class 5 so that you can get feedback and any recommendations to help you as you enter the second half of the course.

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# Student Technology Blog

**Due Date: Class 10 at 11:59 pm**

**Weight: 35%**

Students are required to create 10 blog entries of one of the following topics:

- Review of a current technology-based news article
- Review of an 'App' or other software program
- Review of a computer device, or other piece of technology
- Review of a website

Note: If you have other ideas for a blog topic that is different than the ones listed above, please contact your facilitator.

In your blog, there are a couple different approaches you can take. Consider the following two:

## **Five W's Technology Review**

- What is the purpose of the technology/website?
- Who is the projected audience? (Can also include how many users/followers use this technology)
- When was the last time the technology/website was updated? (This can include version updates; and when did you do the review)
- Where to go? (Ie. Product review pages, website URL, etc.)
- Why would this be a useful tool in your career?

## **Pro/Con Technology Review**

1. Describe the technology/website
2. Create a list of the advantages of this technology/website.
3. Create a list of the disadvantages of this technology/website.
4. Summarize your overall thoughts about this technology/website.
5. Identify how this tool would be useful in your career (or not useful)?

Individual Blog Format/Content Requirements (each blog must include):

- Appropriate Sources Used and Cited (ie. a cite or topic related to your career) (1 pt)
- Content (minimum of 250 words and contains no spelling, grammar or punctuation errors) (1 pt)
- Impact on industry and/or career path is addressed and relevant. (1 pt)
- Overall format and professional display of your Blogs (1 pt)

Students can do their blog using one more of the following:

- Their personal blog website / ePortfolio (to be discussed in class)
- Microsoft Sway
- Powerpoint

- Word
- As a Video Log
- TedEd Lesson (to be discussed in Class)
- Personal Blogging site (ie. Blogger)
- Other software (ie. Prezi – just confirm with facilitator first)

Student Technology Blog's are worth 35% of the final grade, and consists of 40 marks. Each blog is worth 4 marks.

### **Alternative Activities to do Instead of a Blog**

In some cases, students may do other activities to replace one or more of their blog entries. This includes:

- **Keyboarding log exercise**
- **Advanced Word Lab**
- **Advanced Excel Lab**
- **Powerpoint Labs**

Please discuss with your facilitator if you are interested in doing one of the projects above to replace one or more of your technology blogs.

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## **SIMNet Activities and Projects**

**Due Date:** See class schedule for due dates to Activities and Projects

**Weight:** 30% (Daily Tests, 10%; Projects, 20%)

Students will access SIMnet online through their Moodle course and should complete the activities / daily tests and Projects according to the schedule. It's important for students to not get behind in their activities so that they do not lose marks due to handing them in late, as well as to avoid having lots of activities, projects all due at the end of the course.