DAKOTA COLLEGE AT BOTTINEAU

COURSE SYLLABUS

Course Prefix/Number/Title: CSCI 101 – Introduction to Computers (Online)

Number of Credits: 3 Credits

Course Description: General hardware and software issues such as: terminology, environments. Applications such as: word processing, spreadsheets, databases, Internet usage.

Pre-/Co-requisites: None

Course Objectives:

- Students will learn the fundamentals of Microsoft Office and demonstrate abilities through tasks and exams
- To expose students to practical examples of the computer as a useful tool
- To acquaint students with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal use
- To help students discover the underlying functionality of Microsoft Office so that they can become more productive
- To develop an exercise-oriented approach that allows learning by doing
- To encourage independent study

Instructor: Kayla O'Toole

Office: NSC 102

Office Hours: By arrangement

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Lecture/Lab Schedule: Online

Textbook(s): Open Educational Resources – No textbook is required. The full version of Microsoft Office 365 is required. This is free for students to download. The online version of Microsoft Office will not work.

Course Requirements: Grades will be calculated by dividing total points earned by total points available. You will need access to a desktop or laptop computer to take this class. You cannot use a phone, tablet or Chromebook to take this class.

Grading: Assignments and projects are graded seven days after the date due.

Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Tentative Course Outline:

Module 1			
Topic	**What's Due?**	**Points**	**Due Date**
Welcome	Intros Syllabus Quiz Office 356 Confirmation Assignment	5 5 5	January 21
Digital Literacy	Discussion – Digital Literacy Assignment – Digital Literacy	10 20	January 27
The Internet Safety and Security	Discussion - The Internet Assignment – Safety & Security	10 20	February 3
Operating Systems and File Management	Discussion - Operating Systems	10	February 10
Hardware and Software	Case Study – Module 1 Quiz – Module 1	30 30	February 12
Total Points Available to Earn for Module 1:		**145**	
Module 2			
Topic	**What's Due?**	**Points**	**Due Date**
Microsoft Word – Flyers & Newsletters	Skills Check – Flyers Skills Check – Newsletters Assignment – Flyers & Newsletters	10 10 20	February 18
Microsoft Word – Research Papers	Skills Check – Research Paper Discussion – Research Paper Assignment – Research Paper	10 10 20	February 24
Microsoft Word – Letters and Labels	Assignment – Resume Quiz – Module 2 Case Study – Module 2	20 30 30	March 7
Total Points Available to Earn for Module 2:		**160**	
Module 3			
Topic	**What's Due?**	**Points**	**Due Date**
Microsoft Excel – Creating Worksheets	Skills Check - Worksheets Discussion - Worksheets Assignment - Worksheets	10 10 20	March 24
Microsoft Excel – Formulas, Functions and Tables	Skills Check – Formulas Skills Check – Functions Skills Check – Large Workbooks Assignment – Formulas, Functions & More	10 10 10 20	March 31
Microsoft Excel – Charts & What-If Analysis	Skills Check – Charts Skills Check - What-If Analysis Quiz – Module 3 Case Study – Module 3	10 10 30 30	April 7
Total Points Available to Earn for Module 3:		**170**	
Module 4			
Topic	**What's Due?**	**Points**	**Due Date**
Microsoft Access – Intro to Access	Skills Check – Intro to Access Discussion – Intro to Access Assignment - Access	10 10 20	April 14
Microsoft PowerPoint – Creating Presentations	Skills Check - Creating Presentations Skills Check – Designing Presentations Assignment – Tech. Trends	10 10 20	April 22
Microsoft PowerPoint – Enhancing Presentations	Skills Check - Enhancing Presentations Skills Check – Movie Presentation Assignment – Article Presentation Quiz – Module 4 Case Study – Module 4	10 10 20 30 30	April 28
Total Points Available to Earn for Module 4:		**180**	

Module 5			
Topic	**What's Due?**	**Points**	**Due Date**
Communication Technologies – Videoconferencing	Skills Check – Video Conferencing Assignment–Video Conferencing	10 20	May 5
Communication Technologies – Emails	Skills Check – Activities of Interest Skills Check – Gmail vs. Outlook Assignment - Email	10 10 20	May 12
Wrap-up Week	Quiz – Module 5 Case Study – Module 5 Assignment – Final Reflection	30 30 10	May 14
Total Points Available to Earn for Module 5:		**140**	

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employs industry specific skills in preparation for workplace readiness. Learning Outcome #2: Employ management of information procedures.

Relationship to Campus Focus: At first, nature and technology may seem to be opposites, but people by nature, are curious. This curiosity and quest for knowledge has led to the development of all technology. In turn this technology can be used to care for the Earth and therefore, improve the quality of life for all people.

Classroom Policies:

- Students are required to complete all class activities.
- Cheating will result in the automatic failure of this course.
- All assignments will be submitted in Blackboard.
- Assignments that are late will have points deducted accordingly. 10% for each day late. Once an assignment has reached a value of zero, it will not be accepted.
- Incompletes are handled according to the campus policy.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or

sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment of project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.