

## **Course Prefix/Number/Title: CSCI 101 – Introduction to Computers**

**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:** Tuesdays @ 9:30 AM in TH 212 and 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:

Welcome			
Topic	What's Due?	Points	Due Date
Welcome!	<u><b>In-Person Class:</b></u> Intros & Overview <u><b>Online Class &amp; Projects</b></u> Syllabus Quiz Assignment – Office 365	10 5 5	August 26 September 2 September 2
<b>Total Points Available to Earn for Welcome Module:</b>		<b>20</b>	
Module 1			
Topic	What's Due?	Points	Due Date
Digital Literacy	<u><b>Online Class &amp; Projects</b></u> Assignment – Digital Literacy	20	September 2
The Internet, Safety, and Security	<u><b>Online Class &amp; Projects</b></u> Assignment – A Day in My Life Discussion – Passwords	20 10	September 8 September 8
Operating Systems and File Management	<u><b>In-Person Class:</b></u> Daily Work <u><b>Online Class &amp; Projects</b></u> Discussion - OS	10 10	September 9 September 15
Hardware and Software	<u><b>Online Class &amp; Projects</b></u> Case Study – Module 1 Quiz – Module 1	30 30	September 15 September 15
<b>Total Points Available to Earn for Module 1:</b>		<b>130</b>	
Module 2			
Topic	What's Due?	Points	Due Date
Microsoft Word – Flyers and Newsletters	<u><b>In-Person Class:</b></u> Daily Work <u><b>Online Class &amp; Projects</b></u> Skills Check - Newsletters Assignment – Flyers & Newsletters	10 10 20	September 16 September 22 September 22
Microsoft Word – Research Papers	<u><b>In-Person Class:</b></u> Daily Work <u><b>Online Class &amp; Projects</b></u> Assignment – Research Paper	10 20	September 23 September 29
Microsoft Word – Letters and Labels	<u><b>In-Person Class:</b></u> Daily Work <u><b>Online Class &amp; Projects</b></u> Assignment - Resume Quiz – Module 2 Case Study – Module 2	10 20 30 30	September 30 October 6 October 6 October 6
<b>Total Points Available to Earn for Module 2:</b>		<b>160</b>	

Module 3			
Topic	What's Due?	Points	Due Date
Microsoft Excel – Creating Worksheets	<u>In-Person Class:</u> Daily Work	10	October 7
	<u>Online Class &amp; Projects</u> Skills Check – Worksheets	10	October 13
	Assignment - Worksheets	20	October 13
Microsoft Excel – Formulas, Functions and Tables	<u>In-Person Class:</u> Daily Work	10	October 14
	<u>Online Class &amp; Projects</u> Skills Check – Large Workbooks	10	October 20
	Assignment – Formulas & More	20	October 20
Microsoft Excel – Charts & What-If Analysis	<u>In-Person Class:</u> Daily Work	10	October 21
	<u>Online Class &amp; Projects</u> Skills Check - Charts	10	October 27
	Quiz – Module 3	30	October 27
Case Study – Module 3		30	October 27
Total Points Available to Earn for Module 3:		160	
Module 4			
Topic	What's Due?	Points	Due Date
Microsoft Access – Intro to Access	<u>In-Person Class:</u> Daily Work	10	October 28
	<u>Online Class &amp; Projects</u> Assignment - Access	20	November 3
Microsoft PowerPoint – Creating Presentations	<u>In-Person Class:</u> Daily Work	10	November 4
	<u>Online Class &amp; Projects</u> Skills Check –Designing Pres.	10	November 10
Microsoft PowerPoint – Enhancing Presentations	Assignment – Tech. Trends	20	November 10
	No Class – Campus Closed		November 11
Microsoft PowerPoint – Enhancing Presentations	<u>Online Class &amp; Projects</u> Skills Check – Enhancing Present.	10	November 17
	Skills Check – Movie Present.	10	November 17
	Assignment – Article Present.	20	November 17
	Quiz – Module 4	30	November 17
	Case Study – Module 4	30	November 17
Total Points Available to Earn for Module 4:		170	
Module 5			
Topic	What's Due?	Points	Due Date
The Social Network	<u>Online Class &amp; Projects</u> Assignment – The Social Network	20	November 24
	<u>In-Person Class:</u> Daily Work	10	November 25
Project Day	<u>In-Person Class:</u> Daily Work	10	November 25
	<u>Online Class &amp; Projects</u> Assignment – Video Conferencing	20	December 2
Communication Technologies - Videoconferencing	<u>Online Class &amp; Projects</u> Assignment – Video Conferencing	20	December 8
	<u>In-Person Class:</u> Daily Work	10	December 9
Communication Technologies - Emails	<u>Online Class &amp; Projects</u> Skills Check – Gmail vs. Outlook	10	December 15
	Assignment – Emails	20	December 15
	<u>Online Class &amp; Projects</u> Assignment – Final Reflection	10	December 17
Wrap-up Week		30	December 17
Case Study – Module 5		30	December 17
Assignment – Final Reflection		10	December 17
Total Points Available to Earn for Module 5:		170	

## 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	<ul style="list-style-type: none"><li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li><li>• 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.</li><li>• 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.</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Determine if the use of generative AI could enhance student learning in any assignment or project.</li><li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li><li>• If allowable, give specific parameters for how and when generative AI may be used.</li><li>• 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.</li></ul>