COLUMBIA COLLEGE CALGARY

Computer Skills for Professionals (INTE125)
Course Outline
Semester Dates: May 26th, 2025 to Jun. 28th, 2025

Facilitator:	Patrick Simmons, MEd	Email: patrick.simmons@columbia.ca	
Class Time:	5:30 pm – 9:00 pm (Thursdays) 12:30 pm – 4:00 pm (Saturdays)	Room: Online Meetings with 'Microsoft Teams'- Students will receive invites to their 365 Account	
Credit: 3.0		Prerequisite: None	

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:

This course equips students with the essential digital literacy skills needed for personal and professional success in today's technology-driven world. Students will explore key topics such as keyboarding proficiency, the digital divide, and computer security, while learning to navigate online tools, social media platforms, and professional communities. Through hands-on activities, students will design a Personal Learning Network (PLN), create and maintain a LinkedIn profile, contribute to a technology blog, and build a personal e-portfolio. By the end of the course, students will be prepared to leverage digital resources effectively, engage in professional networking, and address contemporary digital challenges.

Throughout this course, students will be introduced to a number of current web-based technologies and be 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:

- Identify professional keyboarding benchmarks and develop a plan to improve speed and accuracy based on current proficiency.

- Analyze key perspectives on the digital divide and its socio-economic, educational, and political impacts on communities.

- Identify and evaluate online tools, social media, and professional communities relevant to their field for personal and professional growth.

- Design a Personal Learning Network (PLN) plan with formal and informal learning sources, outlining specific goals for ongoing development.

- Reflect on how their PLN fosters collaboration and knowledge exchange, and plan strategies for active participation in professional communities.

- Create and maintain a LinkedIn profile, engaging in networking activities and interacting with professional content.

- Contribute regularly to a personal technology blog, researching and analyzing current trends and issues in the field.

- Demonstrate knowledge of computer security, identifying risks and discussing preventative and corrective strategies.

- Explain Net Addictions, Cyberbullying, and Parental Controls, and identify relevant resources for managing these challenges.

- Use Microsoft Word, Teams, and other 365 tools for common workplace tasks such as document creation.

- Develop an e-portfolio and website showcasing professional skills, achievements, and career goals with multimedia elements.

Course Format:

This remote course will be delivered as a combination of synchronous (real-time) classes through the use of virtual seminars delivered through Microsoft Teams, as well as a number of asynchronous learning activities, discussions and computer labs. The course will use a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, group activities, and labs. 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 in the course.

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.

Note: If students miss a seminar, they are required to listen to the recording of the virtual class and submit a 2-page summary, including questions for clarification (if applicable), to the facilitator within TWO days of the synchronous session to receive full participation credit.

Required Textbooks and Equipment:

- Office 365 Student Account
- Office 2019 or greater (or a monthly subscription to Office 365 with access to the desktop apps)
- SIMnet Online Access; Assigned online Video Cases / Tutorials and e-Readings
- LinkedIn Account

Homework Assignment Due for the First Class:

1. Read this syllabus and prepare to discuss in class
2. Login to the INTE125-1 Moodle course page at https://portal.columbia.ca and complete all of the pre-class activities in the 'Getting Started' section.

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 Blogs.

Title of Assignment/Examination	Due Date	Weight
Assignment 1: Personal Learning Network Plan	Class 6	**25%**
Assignment 2: Professional e-Portfolio Website	Class 10	**25%**
Technology Blogs		**20%**
Pinterest Board Blog	Class 3	5%
Digital Divide Blog	Class 5	5%
AI in Action – Transforming Landscapes Blog	Class 7	5%
Navigating Social Media for Professional Growth Blog	Class 9	5%
Asynchronous Discussion Forums		**10%**
Cyberbully / Cyber Addictions	Class 4 - 6	5%
Assistive Technology	Class 8 - 10	5%
Classroom Participation and Activities: Professional Engagement		**20%**
CIRA Cybersecurity Course Certificate	Class 4	*5%*
SIMNet Activities / Labs	Class 10	*10%*
Checkpoints	Every Sunday	*5%*

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

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 48 hours **prior** to 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:

Description	*Date*
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. 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

(username: **columbiacollegeab**; 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	Activities	Activities Due
Class 1	SEMINAR 1 Navigating the Digital Landscape: Connectivity, Equity, and Responsible Citizenship	• Review Course Outline • Review Class 1 Readings – Unit 1 Connectivism / ISTE / Digital Divide • Video Review A: 'Connectivism' • Discussing Discussion Forums	
Class 2	SEMINAR 2 Building and Navigating Your Digital Knowledge Network	• Online Resources Review • Review 2 – Evaluating Information, Online Resources, and RSS Feeds • Video Review: **What is an RSS Feed** • Create Inoreader account	• Checkpoint 1 Due
Class 3	SEMINAR 3 Cyber-Security 365 and SIMnet	• Introduction to SIMnet • Introduction to Wix • Wix Lab 1 • SIMnet Labs	• Target: Complete Wix Lab 1 • Target: Complete SIMnet Word Lab 1 – Lesson • Blog 1 Due: Pinteret
Class 4	DISCUSSION FORUM Security, Privacy and Cyber-Bullying	• Complete the CIRA Cyber-Security Courses • Watch Discussion Video	• SIMnet Word 2019 Skills Approach – Ch 1 Fix It 1.6 Due • Complete CIRA Cyber-Security Courses • Participate in Discussion 1 • Checkpoint 2 Due
Class 5	COMPUTER LAB 2	• Wix Lab 2 • SIMnet Word Lab 2	• Target: Complete Wix Lab 2 • Blog 2 Due: Digital Divide
Class 6	SEMINAR 3 Images and Graphics Artificial Intelligence	• Review Creative Commons Certificate • Image Search and Wordclouds • Intro to GIMP • Reviewing Artificial Intelligence Tools, and Discussion Topics	• Word 2019 Skills Approach - Ch 2 Fix It 2.6 Due • Word 2019 Skills Approach - Ch 3 Fix It 3.6 Due • Checkpoint 3 Due

Class Number	Class Topics	Activities	Activities Due
Class 7	COMPUTER LAB 3	• SIMnet Word Lab 3 • Wix Lab 3	• Target: Complete Wix Lab 3 • Blog 3 Due: Navigating Social Media for Professional Growth
Class 8	DISCUSSION FORUM Social Media and Networking Inclusive Technology	• Video Review: Discussion Forums • Complete: TedEd Lesson • Video Review: Embrace the Shake • Read through the following Inclusive Toolkit Manual • Read the following document Inclusive Design Principles • Review the following article on Respecting Focus • Video Review: Inclusive: The Film	• Participate in Discussion 2 • Checkpoint 4 Due
Class 9	COMPUTER LAB 4	• Wix Lab 4 • SIMnet Excel Lab 2	• Target: Complete Wix lab 4 • Blog 4 Due: AI in Action
Class 10	SEMINAR 4 Presentations and Open Labs	• Data Visualizations	• E-Portfolio and Tech Blogs Due • Checkpoint 5 Due

Wednesday Nights - Open Computer Tutorials

INTE125 invite students to attend Monday night open virtual computer tutorials from 7:00 pm – 8:00 pm. These tutorials offer students the opportunity to join their peers in a virtual environment to work on their INTE125 computer projects, assignments, blogs, and other activities. These tutorials will have a proctor available to support students with questions relating to their assignments or with tech issues.

Assignment 1: Personal Learning Network Plan

Due Date: Class 6 at 11:59 pm

Weight: 25%

Students are to create their own professional Personal Learning Network plan.

A Personal Learning Network (PLN) is a system of people, resources, and tools that you can use to support your learning and professional development.

It encompasses a wide range of connections, including educators, experts, peers, and digital resources such as social media, blogs, forums, and online courses.

The concept of a PLN emphasizes the importance of self-directed learning and leveraging technology to connect with others for knowledge sharing and support.

Please see the Personal Learning Network Plan information page on the Moodle website for INTE125.

Assignment 2: Student e-Portfolio

Due Date: Class 10 at 11:59 pm

Weight: 25%

Students are to create a professional looking e-Portfolio on their own website using Wix.

Purpose of an e-Portfolio

The Purpose of an e-Portfolio 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.

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

Please see the e-Portfolio Assignment Information Page on Moodle website for INTE125.

Student Technology Blogs

Weight: 20%

Topics and directions for Technology Blogs will be posted on the course website along with due dates.

NOTE: Use your own voice / words in your blog. DO NOT COPY AND PASTE TEXT FROM A WEBSITE FOR YOUR BLOG.

Asynchronous Discussion Forums

Due Date:

Discussion 1 Post Date: Class 4; Reply Close Date: Class 6

Discussion 2 Post Date: Class 6; Reply Close Date: Class 8

Weight: 10%

This rubric is intended to assess your participation on asynchronous online discussion forums.

Rubric for Discussion Forum Participation

Criteria:

1. Quality of Information:

    *   3 points: Student consistently provides high-quality information that is relevant to the discussion prompt, demonstrating a deep understanding of the topic and supporting their points with evidence.

    *   2 points: Student provides mostly high-quality information that is relevant to the discussion prompt, demonstrating a good understanding of the topic and supporting their points with some evidence.

    *   1-0 point: Student provides limited or low-quality information that is somewhat relevant to the discussion prompt, demonstrating a limited understanding of the topic and lacking evidence to support their points.

2. Grammar and Mechanics:

    *   3 points: Student consistently demonstrates proficiency in grammar and mechanics, with minimal errors that do not hinder understanding.

    *   2 points: Student demonstrates overall proficiency in grammar and mechanics, with few errors that slightly hinder understanding.

    *   1-0 point: Student demonstrates limited proficiency in grammar and mechanics, with several errors that hinder understanding.

3. Active Participation:

    *   3 points: Student actively participates in a meaningful way by responding to a minimum of two other students' posts, providing insightful comments that contribute to the discussion.

    *   2 points: Student participates in a meaningful way by responding to a minimum of two other students' posts, but the comments lack depth or originality.

    *   1-0 point: Student participates in a limited or superficial way by responding to less than two other students' posts or providing generic comments that do not contribute significantly to the discussion.

4. APA 7 Formatting:

    *   1 points: Student consistently uses APA 7 formatting to reference resources within their posts, including in-text citations and a properly formatted reference list.

- .5 - 0 points: Student uses limited or inconsistent APA 7 formatting to reference resources within their posts, with significant errors or omissions in in-text citations or the reference list.

Total Points: 10 points

Classroom Participation Activities and Professional Engagement

Due Date: See class schedule for due dates to Activities

Projects Weight: 20%

Students will be provided a grade on their professional engagement throughout the semester. This mark will be based on the following areas:

CIRA Cybersecurity Course Certificate
SIMNet Activities / Labs
Checkpoints

A. CIRA Cybersecurity Course Certificate

Due Date: Class 4

Project Weight: 5%

Students will be given access to the CIRA Cyber-Security Training Platform and assigned a self-directed intro course on cybersecurity for students. Upon completion of this online training, students will get a Certificate that they can include on their portfolio.

B. SIMnet Lab Projects

Due Date: See class schedule for due dates to Activities

Project Weight: 10%

Students will access SIMnet online through their Moodle course and should complete the lessons prior to working on the assigned projects. 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.

C. Checkpoints

Weight: 5%

Students will be invited to complete periodic checkpoints throughout the course. The purpose of the checkpoints is to provide feedback to the facilitator on the learning process and where students are at in the course. This is a powerful self-assessment tool designed to strengthen students' self-regulatory learning awareness skills; as well as provide meaningful feedback to the facilitator with the purpose of leading to enhanced learning support and relevant activities.