ITS 1015 The Information Age: Emerging Technologies

September 2, 2009 – December 21, 2009
The College of Southern Maryland, Division of Business & Technology, Technical and Industrial Studies

Web Course (3 credits) Sections: 80379
Instructor(s)

Professor: Ronda L. Jacobs
Work Telephone: 301.934.7596 or 301.870.3008, ext. 7596
Email: rondaj@csmd.edu
Office: LR 202B
Office Hours: By appointment, La Plata Campus (Mon, Tues, Thurs, Fri) and Prince Frederick Campus (Wed)

Note: After the start date of the course, all emails must be sent using the course email.

Biography

Professor Jacobs has been teaching at the College of Southern Maryland for six years. In addition to her teaching responsibilities, she conducts training for faculty to assist them in the development and delivery of web-based courses.

Terms of Audit, Withdrawal, and /or Incomplete

The last day to change from credit to audit or audit to credit is November 13, 2009. In order to change from audit to credit, you must have completed all the assignments of the class up until that time. The last day to withdraw from the class without a grade is November 13. In completes will only be given if all assignments are completed and a student has a personal emergency that occurs after December 2, 2009.

Required Materials

Textbook: Custom Program for CIS ITS 1015 The Information Age (Evans, Martin, Poatsy) Fifth Edition,
Custom Text, 2008, Prentice Hall (includes CD-ROMs)
Check CSM Book store for ISBN

Internet access is required. Microsoft Office software (Word, PowerPoint, and Excel) will be used to complete the application projects.

MSDNAA: Students taking credit course within the Technical and Industrial Studies Department are entitled to receive certain Microsoft software. Go to http://www.csmd.edu/msdnaa to find out the details of this program.

Course Description
Students learn the core concepts of information technology and its rapidly expanding role in solving problems and influencing decision-making. The course will focus on emerging technologies through discussion and demonstration utilizing technology-based instructional material. Topics include: the functions and applications of computer systems, hardware components, software basics, electronic databases, communication networks, computer graphics and security. Independent exploratory learning projects are required and must be completed in a microcomputer based lab on campus or at home/work.

Required Technology

Your instructors are your first point of contact if you have questions or concerns about the course. For technical concerns, students are encouraged to contact the Help Desk at 301.934.2251, ext. 4357 or help@csmd.edu. Technical concerns may include accessing a course, access codes required by textbook publishers, minimum technical requirements, or determining user IDs or passwords.
Students must have access to the Internet. Microsoft Internet Explorer is the recommended browser. Once students log in to the course, they can determine their browser and download required plug-ins by clicking on the “Check Browser” link on the course tool bar. The URL for this course is http://webct.csmd.edu/ Tutorials have been created to help students learn to use the course tools and features. The tutorials and a demo course are located on the college’s Distance Learning webpage at http://www.csmd.edu/DistanceLearning
Software Piracy

Software that is copyrighted is intended for use in its original form. Duplicate copies can be produced only if written permission is granted by the manufacturer. The U.S. law states that noncompliance may result in civil damages not exceeding $50,000 and criminal penalties of up to 1 year and/or a $10,000 fine. It should be noted that minors are not exempt.

Academic Honesty

Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Each student is expected to perform his/her own academic work. Plagiarism and other forms of academic dishonesty are considered extremely serious offenses. The student is personally responsible for understanding the various forms of academic dishonesty as they are explained in the "Student Code of Conduct" in the Student Handbook. Ignorance of any requirement for academic honesty will not constitute an excuse from disciplinary proceedings. Any form of cheating will be considered grounds for failure of the course.

Course Design

The course is arranged into learning modules. There are 10 learning modules for this course and correspond to the 10 chapters in the textbook. The modules will be completed sequentially.

Each online learning module has:

- A Learning Guide to the chapter material
- A list of chapter-specific learning objectives in the textbook
- A pre-quiz to help you guide your studies of the material in the learning module
- A Critical Thinking Issue or Web Quest activity
- Extended Help Desk activities and Sound Bytes to be used to learn or review concepts available in the
course and on the companion textbook CD-ROM
- An Audio PowerPoint presentation that summarizes the main concepts of each chapter in a visual manner
- A Post-Assessment Quiz

General Education Goals

Upon completion of the course, the students will have achieved the following General Education goals as established by the College of Southern Maryland:

- Synthesize information and concepts gained from reading (GE #9).
- Describe the functions and applications of a computer system (GE #20).
- Identify the major hardware components of a computer system (GE #21).
- Use microcomputer software programs (GE #22).
- Engage in constructive debate (GE #51).
- Draw reasonable conclusions from information found in various sources (GE #54).
- Be familiar with how technology and human activities shape society and the environment (GE #71).
- Adapt to a variety of methods of instruction.
- Interpret graphs, tables, and charts.
- Identify, define, evaluate, and solve problems.

Netiquette

Netiquette—online jargon for “Internet etiquette”—is a series of customs or guidelines for maintaining civilized and effective communications in online discussions and email exchanges. Students in this course will be expected to demonstrate netiquette when interacting with classmates and instructors. Specific netiquette techniques will be introduced in the “Introduction to ITS 1015” module.

Attendance
Since this is a web-based course, students are not required to come to campus. However, students must check course email at least four times a week. The instructors are available to meet with students by appointment to discuss course content, to explain concepts, or to discuss their progress in the course.

Course Objectives

1. Demonstrate knowledge of basic computer hardware, network systems, system software, and application software.

2. Evaluate and critique emerging technologies and demonstrate the applicability of the technologies to personal and professional environments.

3. Utilize the Internet to conduct research to expand and enhance understanding of existing computer technologies and emerging technologies.

4. Use application software to communicate information about emerging technologies.

5. Explain the need for computer security and demonstrate the steps necessary to protect personal and proprietary data.

Module Objectives

The module learning objectives, what the student will be able to do at the end of each module in measurable, observable terms, are listed at the beginning of each Learning Module.

Due Dates for Course Work

September 9, 2009

Welcome to ITS 1015!!!
Please Read the Syllabus before beginning the work in the Learning Modules (Complete the Syllabus Review Assignment)
Begin working through the Introductory Module

September 15, 2009 (All work must be completed by 10 p.m.)

Introduction Blog Posting
Introduction Reflection Activity
Basic Knowledge Inventory

**September 15, 2009** Begin working through Learning Module 1

September 22, 2009 (All work must be completed by 10 p.m.)

Issue Critical Thinking Activity Due
Post Assessment Quizzes Due

**September 22, 2009** Begin working through Learning Module 2

September 29, 2009 (All work must be completed by 10 p.m.)

Web Quest Critical Thinking Activity Due
Post Assessment Quizzes Due

**September 29, 2009** Begin working through Learning Module 3

October 6, 2009 (All work must be completed by 10 p.m.)

Issue Critical Thinking Activity Due
Post Assessment Quizzes Due

October 6 Word Application Project

October 13, 2009 (All work must be completed by 10 p.m.)

Word Application Project Due

**October 13, 2009** Begin working through Learning Module 4

October 20, 2009 (All work must be completed by 10 p.m.)

Web Quest Critical Thinking Activity Due
Post Assessment Quizzes Due
October 20, 2009 Begin working through Learning Module 5

October 27, 2009 (All work must be completed by 10 p.m.)

Issue Critical Thinking Activity Due
Post Assessment Quizzes Due

October 27, 2009 Begin working through Learning Module 6

November 3, 2009 (All work must be completed by 10 p.m.)

Web Quest Critical Thinking Activity Due
Post Assessment Quizzes Due

November 3, 2009 PowerPoint Application Project

November 10, 2009 (All work must be completed by 10 p.m.)

PowerPoint Application Project Due

November 4, 2009 Begin working through Learning Module 7

November 10, 2009 (All work must be completed by 10 p.m.)

Issue Critical Thinking Activity Due
Post Assessment Quizzes Due

November 10, 2009 Begin working through Learning Module 8

November 17, 2009 (All work must be completed by 10 p.m.)

Web Quest Critical Thinking Activity Due
Post Assessment Quizzes Due

November 17, 2009 Begin working through Learning Module 9
November 24, 2009 (All work must be completed by 10.p.m.)

Issue Critical Thinking Activity Due
Post Assessment Quizzes Due

November 24, 2009 Excel Application Project

December 1, 2009 (All work must be completed by 10.p.m.)

Excel Application Project Due

**December 1, 2009** Begin working through Learning Module 10

December 8, 2009 (All work must be completed by 10.p.m.)

Web Quest Critical Thinking Activity Due
Post Assessment Quizzes Due

**December 9, 2009** Begin working through Follow Up Module

December 11, 2009 (All work must be completed by 10.p.m.)

Post Knowledge Inventory

**GRADING SCALE**

Points will be assigned for the following course components:

- **5 Issues** (20 points each/possible points: 100)
- **5 Web Quest Activities** (20 points each/possible points: 100)
- **10 Post-Assessment Quizzes** (25 points each/possible points: 250)
- **3 Applications projects** (200 possible points, Word Project (75 points), PowerPoint (75 points), Excel (50 points))

The following scale will be used in ITS 1015:
- A = 650 – 585 points
- B = 584 – 520 points
- C = 519 – 455 points
- D = 454 – 390 points
- F = 389 – 0 points

(Pre-Quiz Extra credit (20 pts) is not included in the grading scale it will be added after the total points are calculated)

FX grade: A grade of “FX” will be given at midterm and at the end of the semester if a student fails to attend or cease to attend class at or before the midpoint of the course. In the case of students in web courses, an “FX” grade may be awarded to students who have never participated or ceased to participate in the course. This grade would equate to an F.
Issue Grading Rubric

The following rubric will be used to evaluate the Issue activities:

<table>
<thead>
<tr>
<th>Score/Original Post</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The post shows extensive use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The post is clearly written and contains no grammar or spelling errors.</td>
</tr>
<tr>
<td>8</td>
<td>The post shows use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The post is clearly written contains few grammar or spelling errors that would serve to undermine the clarity of the paper.</td>
</tr>
<tr>
<td>6</td>
<td>The post illustrates that its author has read the readings. Some analysis of the materials is employed.</td>
<td>The post has some clarity flaws but it is still possible to comprehend what the author intends.</td>
</tr>
<tr>
<td>5</td>
<td>The post is brief but factually correct and relevant statements are made.</td>
<td>The post has many clarity flaws and it is almost impossible to comprehend what the author intends.</td>
</tr>
<tr>
<td>Score/URL</td>
<td>Content Included</td>
<td>Style</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>0</td>
<td>The post is very brief and not necessary accurate; or, no original post was made.</td>
<td>The post has many style flaws; or, no original post was made.</td>
</tr>
<tr>
<td>2</td>
<td>The URL was directly related to the topic.</td>
<td>The post included a detailed statement explaining its relevance.</td>
</tr>
<tr>
<td>1</td>
<td>The URL was indirectly related to the topic.</td>
<td>The post included a brief statement explaining its relevance.</td>
</tr>
<tr>
<td>0</td>
<td>The URL was not related to the topic; or, no URL was posted.</td>
<td>The post included no statement explaining its relevance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score/Responses</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The two responses to postings made by classmates are well-written and elaborate on the comments. The comments further the discussion by asking questions or by illustrating another point of view.</td>
<td>The responses are clearly written and contain no grammar or spelling errors that would serve to undermine the clarity of the responses.</td>
</tr>
<tr>
<td>Points</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The two responses to postings made by classmates are well-written but do not elaborate on the comments nor necessarily further the discussion by asking questions or by illustrating another point of view. The post is clearly written and contains one – three grammar or spelling errors.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The responses are brief but do not further the discussion; or, only one response was posted. The post is clearly written and contains more than three grammar or spelling errors.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The responses are not related to the discussion. Responses may include: “Good job...I agree. I liked your post.” The post was poorly written; or, not relevant.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>No responses were posted.</td>
<td></td>
</tr>
</tbody>
</table>

Web Quest Grading Rubric

The rubric will be used to evaluate the Web Quest activities:
<table>
<thead>
<tr>
<th>Score/Paper</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>The paper shows extensive use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The paper is clearly written and contains no grammar or spelling errors.</td>
</tr>
<tr>
<td>14</td>
<td>The paper shows use of the readings and course materials. Sound analysis of the materials is employed.</td>
<td>The paper is clearly written contains few grammar or spelling errors that would serve to undermine the clarity of the paper.</td>
</tr>
<tr>
<td>12</td>
<td>The paper illustrates that its author has read the readings. Some analysis of the materials is employed.</td>
<td>The paper has some clarity flaws but it is still possible to comprehend what the author intends.</td>
</tr>
<tr>
<td>10</td>
<td>The paper is brief but factually correct and relevant statements are made.</td>
<td>The paper has many clarity flaws and it is almost impossible to comprehend what the author intends.</td>
</tr>
<tr>
<td>0</td>
<td>The paper is very brief and not necessary accurate; or, The paper has many style flaws; or, no original post</td>
<td></td>
</tr>
</tbody>
</table>

Grading Rubric for Web Quests (Possible Points 20)
<table>
<thead>
<tr>
<th>Score/URL</th>
<th>Content Included</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The URL was directly related to the topic.</td>
<td>The paper included a detailed statement explaining its relevance.</td>
</tr>
<tr>
<td>2</td>
<td>The URL was indirectly related to the topic.</td>
<td>The paper included a brief statement explaining its relevance.</td>
</tr>
<tr>
<td>0</td>
<td>The URL was not related to the topic; or, no URL was posted.</td>
<td>The paper included no statement explaining its relevance.</td>
</tr>
</tbody>
</table>
Application Projects

Students will complete **3 Applications Projects**. A detailed description of the Microsoft Word, PowerPoint, and Excel application exercises can be found at the course website. These exercises must be created using the Microsoft office products (versions 2000 or later are acceptable). Details for submitting these assignments are posted at the course website. Students may also use the computer labs at the La Plata, Leonardtown, Prince Frederick, or Waldorf campuses to complete the application exercises.

Online Activities

Upon completion of the textbook-related activities, students will access the online components of the course and do the following:

- **Learning Guide.** Review the guide for the key terms, a summary of the key concepts presented in each chapter web resources and critical thinking activity.
- **Learning Objectives.** Review the learning objectives for each module. The learning objectives state what the student will know or be able to do upon completion of the modular in observable, measurable terms.
- **Pre-Assessment Quiz.** The quizzes include multiple-choice questions, fill-in-the blank statements, true/false statements, and short answer questions. After taking the quiz, students must click the 'Finish' button, then 'OK' to continue. Finally, click 'OK' to submit quiz for grading. A prompt will appear to view the results. **View your results immediately**; this will save the score for your instructor to view; Pre-quizzes are for student use only. **2 points** will be awarded for completion of the quiz regardless of the score (a reasonable attempt needs to be made).
- **Web Quest/Critical Thinking.** Web quests are assigned to utilize the Internet to conduct research to expand and enhance understanding of technologies, evaluate and critique emerging technologies and demonstrate the applicability of the
technologies to personal and professional environments. Each Web Quest is worth 20 points.

- **Issue/Critical Thinking.** Issues are assigned to foster a class discussion. Each Issue is worth 20 points. Students will post thorough responses questions that appear in the text following the Issue section. The responses will be posted to the discussion area of the course. In addition to these responses, students must also provide one (1) web-accessible resource (URL of website) related to the issue being discussed. Students must review at least two (2) postings made by classmates and respond to these postings. **Ten** points will be awarded for thorough responses to the questions. **Two** points will be awarded for the URL to a related website. **Eight** points will be awarded for responding to two classmates' postings. See the Issue Grading Rubric in the Syllabus.

- **Help Desk Activities.** Are included to help students learn or review the concepts in each chapter. Check the Textbook CD or view the material online.

- **Web Resources.** Links to additional resources are provided to explore the content. Check the Textbook Web site.

- **Audio PowerPoint.** Students can view an Audio PowerPoint presentation for each chapter. These presentations summarize the concepts in a visual manner.

- **Post Assessment Quiz.** After completing all of the assignments/activities, the student will take the on-line quiz. The quizzes include multiple-choice questions, fill-in-the blank statements, true/false statements, and short answer questions. After taking the test, students must click the 'Finish' button, then 'OK' to continue. Finally, click 'OK' to submit quiz for grading. A prompt will appear to view
the results. **View your results immediately**; this will save the score for your instructor to view; Post-quizzes are closed book.

- **Help.** A forum has been established in the discussion area. Students who have a question about information or concepts presented in a particular chapter should post a message to the **Class Help** area. Classmates are expected to look at these postings and reply to them if they think they can answer the question or provide some help. The instructors will respond to questions posted to the **Class Help** forum within 48 hours if the question is not answered correctly by a classmate.

Textbook Activities

For each chapter in the textbook, the student should complete each of the following activities:

- **Reading Assignment:** Students will read the chapter preview and the assigned chapter.
- **Bits & Bytes, Dig Deeper & Ethics in IT Sections:** They are provided throughout the chapter to allow students to think about and get a better understanding of the chapter contents.
- **Web Links:** Web links are provided to extend the concepts presented in each chapter.
- **Summary Materials and Practice Tests:** These sections are provided to enable the students to review the concepts presented in each chapter and to assess their understanding of these concepts.

What successful students should expect to do:

- Successful students understand that the retention and comprehension level of the material covered in this course depends on the degree of their commitment to learning.
• Successful students recognize that the syllabus, text, and online course materials are the primary source of instruction in a web-based course, so they read them carefully and refer to them regularly.

• Successful students will be challenged and encouraged to accept learning responsibilities.

• Successful students recognize the importance of communicating with the instructor and/or their classmates. Successful students call or email their instructor to discuss questions or concerns; they participate in online discussions.

• Successful students meet all due dates for assignments and enrollment status as stated in this syllabus. Successful students plan their time wisely. Due Dates have been established for the completion of the course work. The student is responsible for submitting assignments and completing the required activities by these dates.

• Successful students are self-motivated and keep up with all assignments and activities. In a traditional course, students normally spend 3 hours per week in class (total 54 hours). The standard formula for college coursework is that every one hour of class time will result in two or three hours of homework.

• Successful students set aside about 8 hours a week to complete the requirements of a course.

• Successful students exhibit online courtesy.
• Successful students check course email a minimum of four times a week. After the start date of the course, all emails must be sent using the course email—not to the instructors’ college email accounts.

• Successful students ask questions before due dates.

• Successful students look up information first so that they ask informed questions, not questions they already have the answers to. If they can’t find the answers, they contact the instructor using the course email or by phone or by posting the question to the Class Help forum.

• Successful students pay close attention to how they can best and most easily learn the material in a particular subject area. Students may find it helpful to take a learning styles inventory to guide their study habits. Students can access one online at http://www.metamath.com/lsweb/dvclearn.htm. Students who are having difficulty figuring out how best to learn the material in this class should contact the instructor for suggestions.

What students can expect from their instructor(s)

• Successful instructors communicate frequently with their students. The ITS 1015 instructors will respond to emails within 48 hours and will return phone calls Mondays - Thursdays. Given the significant number of student postings to the discussion area, the instructors will usually comment to the group as a whole about their responses. Occasionally, the instructors may interject comments during the week in order to help steer the discussion or to highlight posts that are significantly good in some respect and
provide a model for others. The ITS 1015 instructors will forward individual comments using the course email when it is clear that a significant misunderstanding of the concept has occurred or where a student need additional assistance to be successful in subsequent lessons.

- Successful instructors facilitate the learning process, encourage students, and provide constructive feedback on all assignments. The ITS 1015 instructors will post grades for assignments 24 hours after their due date (accept on weekends).

- Successful instructors design the course and learning activities to enable students to learn and understand the content, interact with the materials, and apply the concepts.

- Successful instructors evaluate assignments fairly. The grading scale is included in the syllabus. Additional rubrics and assessment criteria are posted within the learning modules.

Special Needs

The Learning Assistance Center (LAC) provides a comprehensive system of student and faculty support services. Peer tutoring, skills improvement, testing, and disabled student services are some available services. Students with a physical, psychiatric/emotional, medical, or learning disability that may impact their ability to carry out assigned course work are urged to contact the Glennis Daniels-Bacchus, the Academic Support ADA Coordinator, at 301.934.2251, ext. 7614. All information and documentation is confidential.

Blackboard regularly measures and evaluates accessibility levels using a third party to ensure compliance, continually auditing the Blackboard code and user interface design techniques to ensure that applications are usable by everyone, to the greatest extent possible, regardless of age,
ability, or situation. Blackboard measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C).

Should students requiring special (ADA) accommodations have difficulties accessing online course materials, they should contact ADA services at the College of Southern Maryland at 301-934-7657 or visit http://www.csmd.edu/Studentsuccess/ADA/index.html.

Students Services

The College of Southern Maryland Libraries serve the information needs of students for research, class projects, and independent study. Students may access Proquest and other databases, course reserves, and the Maryland Digital Library from off-campus. Students may order their textbooks, register for classes, check midterm and final grades, and contact an advisor—all online! The Learning Assistance Center provides various services such as tutoring, writing labs, reading labs, and media labs. More information about these and other services can be found at http://www.csmd.edu/current/

Testing Center

The quizzes will be completed online. Students will not be required to complete the quizzes in the college’s Testing Center.

Things to Remember

The following work is required for each learning module (Except the for the Application projects). Make sure you look at the Learning Module for all assignment instructions.

Required Assignments for Each Learning Module:

- Issue/ Web Quest Critical Thinking Activity Due
- Post Assessment Quizzes Due
Extra Credit Work:
  - Pre-Quiz (see the learning module)

When assignments are due for any Learning module:
  - (Check syllabus for actual dates.....All work is due by 10 p.m. of the day the work is to be submitted).

Unauthorized Person

Only students registered for this class may attend (i.e., access the course, participate in course activities). Any person not registered for this class is considered an "unauthorized person" and will not be allowed to attend this class. See the Student Handbook for further details.