Course Prospectus

For CIS 110 Introduction to Computers

Overview

Computers have permeated every aspect of our modern society. If the past is a predictor of the future, we can be assured that the trend toward increased computer usage will continue. This makes it important to learn all we can about computers – their components, operations, communications, and usage as well as related security and other societal issues. This course provides a basic introduction to computers that addresses how they work and how to use them as effective productivity tools. The class uses a combination of assigned readings, lectures, practice exercises, and online discussions to deliver course content.

Course Catalog Description

This course introduces computer concepts, including fundamental functions and operations of the computer, and its role in Information Technology (IT) and telecommunications. Topics include basic computer operations, identification of hardware components, network and communications concepts, software and software applications, and security, social, and ethical issues. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

Prerequisites and Corequisites

There are no prerequisites or corequisites for this course.

Course Credit

Upon successful completion of this course, the student will earn three (3) semester hours credit.

Instructional Objectives

A student who successfully completes this course must demonstrate that he or she is able to:
1. Describe the role Information Technology and computers play within our technological society.
2. Explain the Internet and World Wide Web including concepts and components.
3. Identify the basic hardware components of a computer and state the purpose of each.
4. Explain the purpose of application and system software and identify examples of each.
5. Discuss computer communication concepts including wired and wireless networks.
6. Identify privacy and security issues associated with computer usage and state ways to reduce risk.
7. Discuss the convergence of technology and how it impacts society.
8. Discuss the pros and cons of societal and ethical issues involved in future technological developments.
9. Demonstrate proficiency in using productivity software including word processor, spread sheet, and database applications.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students, who believe they have a disability requiring an accommodation, should inform the instructor through the link on the course home page.

Technology Access

This course requires web access and an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF Files; it may be downloaded free at http://get.adobe.com/reader/. In addition, practice exercises will require access to productivity tools such as Microsoft Office – Microsoft Word, Excel, and PowerPoint, or free productivity tools such as Google Docs, Sheets, and Slides applications.

Course Evaluation

Student input is welcome for improving this course. Making suggestions by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the semester, students have the opportunity of assessing the course. We want to make distance learning as effective as we can. We may also ask some other questions concerning a student's experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

There is no required textbook for this course. Reading assignments are provided through links to free online texts and articles. However, some students may prefer to have a textbook for reference. If so, please consider the following:

Gasking, Shelley, Graviett, Nancy, Geoghan Debra. *Go! All in One: Computer Concepts and Applications.* Second Edition. Prentice Hall, 2015. ISBN-10: 0133427293.

Williams, Brian K, Sawyer, Stacey C. *Using Information Technology: A Practical Introduction to Computers & Communications.* Ninth Edition. New York, NY: McGraw-Hill/Irwin, 2011. ISBN 0-07-733108-7.

Microsoft. Microsoft Office Home & Student 2013 (Word, Excel, & PowerPoint Applications). PC Download. www.amazon.com. B00B1TGUMG

If purchasing a text, cost savings may be realized by buying them from online used bookstores or renting texts from sites such as amazon.com, ecampus.com, or campusbookrentals.com.

Course Requirements

Icebreaker Assignment
Students will officially begin the course by completing an icebreaker assignment in which they introduce themselves to their classmates through posting a short autobiography on the course Forum. Students post their biographies as a reply to the "Icebreaker" topic on the course forum. Students from all over the world may be enrolled in this course and each autobiography will help students to know, understand and appreciate each other. Please be sensitive to other students' perspectives with respect to the type of personal information you choose to share. A student can earn 25 bonus points in this course by completing the assignment within the first seven days of class. Students are to read and comment on each other's bios throughout the first week of class.

Computer Practice Assignment for Beginners
For students who are not familiar with Microsoft Office products or who need review, there is a non-credit introductory hands-on assignment. The purpose of the assignment is to familiarize the student with basic computer concepts and skills and the "look and feel" of Microsoft applications. This assignment will have the best effect if completed during the first week of class before the first practice exercise is due.

Due Dates and Extensions
Students must complete all assignments by the due dates stated in the syllabus. While extensions may be granted for excused absences, in no case can any assignment submitted after the last official day of instruction be considered for a grade. The last official day of instruction can be found in the academic calendar.

Reading and Writing Assignments
Reading and writing assignments can be found within the lesson content. Reading assignments are made from free online texts and articles. Written assignments can include hands-on computer practice exercises.

Filing Writing Assignments
All assignments are submitted via the Assignments tab of the course site.

Lectures
This course includes lectures which may be written, audio, and/or video. Links to lectures are placed within lessons. Each lesson also includes a vocabulary of terms the student should know. In general, students should complete the reading assignment prior to studying the lectures.

Quizzes and Examinations
Each of the ten lessons has an associated online quiz. All quizzes are open book, but under no circumstances are students to print the quiz. An open book quiz is not a workbook exercise. It is a test where the student can consult his or her notes and books. Students are allowed sixty (60) minutes to complete each quiz. Quizzes are objective tests which may include true/false, fill in the blank, matching, and multiple choice questions. Students may be asked to answer questions covering lectures, readings, hand-outs, vocabulary words, hands-on computer exercises, and

discussion topics. Students can also use the Lesson Objectives as a tool to assess their knowledge and skill levels prior to taking lesson quizzes. The final exam is closed book and the only proctored exam for this course.

Online Discussions
Discussion questions will be posted at the beginning of each lesson on the course's homepage. Please make one or at most two points when you post your comments on the discussion. **Students are expected to participate in the discussion by commenting on the questions and fellow students' comments**. It is also expected that students will answer follow-up comments when directed to them. Comments are open for the duration of the lesson, when the lesson is over comments will be closed. Students who make comments within the prescribed timeframe will receive credit for participating in that discussion based on the **Discussion Rubric** found at the end of this document.

Final Project Portfolio
Each student will create a portfolio for a **millennial** business venture. The purpose of the portfolio is to demonstrate competencies in using productivity software including Microsoft or Google's Word/Docs, PowerPoint/Slides, Excel/Sheets applications. The portfolio must include the following:
1. An advertisement brochure for the business. The student should demonstrate the ability to use tables, color, and graphics including pictures within a Word document. The document should be two pages and include varying fonts. Feel free to use your creativity!
2. A presentation to introduce your business. The presentation should include a title slide, a slide for references, and 5 – 6 additional slides of data. Your slide presentation should demonstrate that you have conducted biblical research to substantiate the validity of your ideas. They should also contain slide transitions and multi-media components.
3. A budget for your business. The budget must be a spread sheet that shows your proposed expenditures for the first year of operation. The budget should reflect your assets – the amount of money you have on hand and how you plan to spend the money. The spread sheet should include categories of spending such as rent, utilities, equipment, transportation, etc. Expenditures should be totaled by category by month and year. A separate worksheet within the document should graphically display the percent of yearly expenditures by category using a chart of the student's choosing. This deliverable should demonstrate the ability to use column headings and formulas as well as visual aids.

We recommend that students complete each portion of the project as he or she learns the tool needed to do the work. For example, a student should complete the Excel/Sheets assignment upon completion of the Excel/Sheets exercises. Trying to complete the entire project at the end of the semester may result in a less than favorable grade because of the time and effort required to successfully complete each project component. All projects will be accessible for peer review. Each project component must be posted by the last day of class instruction.

Study Tips

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged to not put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Read the assigned readings making notes before viewing the assigned lecture(s).
- View the assigned lectures.
- Read and master the Vocabulary hand-out for each lesson.
- View the "Show Me" videos if needed.
- Complete all written assignments.
- Review notes and vocabulary weekly.
- Ask questions. Questions should arise in the teaching-learning process. By asking questions, students not only acquire assistance, but they also maintain the interaction necessary in higher education.

Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

Practice Exercises	(12 exercises at 30 points each for a total of 360 Points)
Quizzes / Tests	(Ten quizzes at 20 points each for a total of 200 Points)
Online Discussions	(Nine assignments at 20 points each for a total of 180 Points)
Project Portfolio	(160 Points)
Final Exam	(100 Points)

By getting the autobiography posted on time, a student can earn 25 bonus points. These points can make a difference between an A or a B, or passing and not passing.

Grades are assigned in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that mastery of the subject matter is achieved when a student can demonstrate that they have achieved 80% of the objectives for the course. This means that we want students to earn at least 800 points in this course. If they do not do so, then they have not developed the mastery we would like them to have.

We want this course to be competency-based, and so it is possible for the entire class to receive an A or B. There is no artificial curving of scores in the assignment of grades. (If you don't know what this means, don't worry about it.) Mastery of the material is what one's goal should be.

Grades are assigned by points as follows:
    A 900 – 1000 points
    B 800 – 899 points
    C 700 – 799 points
    D 600 – 699 points
    F Below 600 points

Academic Irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members are authorized to refuse to grade such papers, in whole or in part, or examinations, and to record each of them as a failure.

If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:
1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course Outline

Lesson #	Topic
Lesson 1	**Overview of Computers & IT**
Opening Class	Welcome to CIS 110 Introduction to Computers (Welcome Video)
Topic 1	Information Technology in our Society
Topic 2	Computer Basics
Lesson 2	**The Internet & the World Wide Web**
Topic 1	Internet Basics
Topic 2	The World Wide Web (WWW)
Topic 3	Communicating over the Net
Topic 4	Online Goldmine
Lesson 3	**Software**
Topic 1	Systems Software
Topic 2	User Interface
Topic 3	Applications Software
Lesson 4	**Hardware**
Topic 1	Hardware Fundamentals
Topic 2	The Microprocessor
Topic 3	Data Representation and Memory Management
Topic 4	The System Unit
Topic 5	Secondary Storage
Lesson 5	**Hardware: Input and Output**

Topic 1	Input
Topic 2	Output
Topic 3	Input and Output (I/O) Issues

Lesson 6	**Computer Communications**
Topic 1	Network Basics
Topic 2	Wired Communications
Topic 3	Wireless Communications
Topic 4	The Future of Communications

Lesson 7	**Computer Security**
Topic 1	Threats to Computer Systems
Topic 2	Safeguarding Computers & Communications

Lesson 8	**Applications Software Productivity Tools**
Topic 1	Word Processors
Topic 2	Spread Sheets
Topic 3	Presentation Software
Topic 4	Database Overview

Lesson 9	**Technology & You**
Topic 1	Convergence, Portability, Personalization
Topic 2	High-Tech Devices
Topic 3	Mobile Computing
Topic 4	Social Media

Lesson 10	**Ethical & Societal Issues**
Topic 1	Ethical Issues
Topic 2	Quality of Life Issues

Discussion Rubric

Online discussions are designed to promote intellectual thought among peers and professors. It is an asynchronous conversation. As with any conversation, please give everyone a chance to speak. Make one (preferable) or at most 2 points in your discussion. Your discussion should indicate that you have knowledge and understanding of the topic in question. Your follow-up comments may be questions to the original author, counterpoints, or agreement. However, agreements must include "why" you are in agreement. Authors are expected to follow-up with any questions that are asked of their comments or to rebuttal any counterpoint. In other words, you can't just post a comment and consider the assignment complete. The following rubric will be used to assess the course's online discussion component.

Standard	Excellent Demonstration of Standard (4 Points)	Demonstrates Standard (3 Points)	Poor Demonstration of Standard (2 Points)
Addresses the topic	Comment is relevant and insightful, and shows evidence of thoughtful planning.	Comment is relevant to the topic.	Comment is vague, rambling, or not related to the topic, or more than two points were made.
Has knowledge of the topic	Comment is correct, uses domain specific terminology, and is backed up by authoritative references.	Comment is correct and uses domain specific terminology.	Comment is incorrect or very general with either lack of or incorrect application of domain specific terminology.
Made comments on peer discussions	Commented on at least 3 peer (or the entire class whichever is smaller) postings. Comments made illuminated the topic and/or stimulated the discussion.	Commented on at least 3 peer (or the entire class whichever is smaller) postings. Comments made were relevant and more than just an agreement.	Did not comment on at least 3 peer (or the entire class whichever is smaller) postings, or comments made were not relevant or simply an agreement.
Followed up on comments or questions	Followed up on all comments and questions prior to the discussion end.	N/A	Did not follow-up on all comments and questions prior to the end of discussion.
Uses standard English and grammar	Zero or 1 spelling and/or grammatical error.	Two or three spelling and/or grammatical errors.	More than three spelling and/or grammatical errors.