CSC 105 – Introduction to Computers
Spring 2018

Course Information and Class Policies

Instructor: Biswajit Nayak  Email: Biswajit.Nayak@coyotes.usd.edu

Textbook:

There is one textbook for this course:

ISBN-10: 0133142671

Suggested additional reading:
Blown to Bits by Hal Abelson, et. al (ebook will be shared on d2l.)

Software requirements:

Office 365 - Click here to install Office 365.

Technology Requirements:

The University of South Dakota has established minimum technology requirements for online courses. These may be found at the Online Student Handbook in the USD Getting Started widget on the course homepage. This document provides the basic specifications necessary for your computer system. Generally, these specifications are adequate for this course. We do, however, need to add two requirements and make recommendations about others. You should obtain the software for this course and install it on your PC. Instructions for downloading will be available in D2L.

We strongly encourage you to have a broadband internet connection rather than just a dial-up connection. Dial-up will make your course experience significantly inferior to that of those using broadband and some aspects of the course may not even be practical with only a dial-up connection. Finally, although you should be able to use a Mac or a Linux pc to complete the course, the University of South Dakota Computer Science Department is standardized on Windows and may be able to provide only minimal support for Mac and Linux users.

Online Course Management:

Course materials and auxiliary help for this course are available on D2L. The course home page may be gotten to by using an Internet browser (like Internet Explorer or Firefox). It may be accessed by clicking on the D2L link on the USD student homepage or accessed directly by using its web address (URL) https://d2l.sdbor.edu/index.asp. When you get to D2L you will need to login again using your D2L login and password which are NOT your regular USD email ID and password. If you are new to D2L you need to get set up by clicking on the "I'm new to D2L" link below the login button. That takes you to a page with pretty clear instructions on how to get
your D2L user ID and password.

When you are finally logged in, CSC 105 will appear as one (or possibly the only) course choice. Click on that link and you will be at the CSC 105 home page. If this all seems a little confusing, don’t worry.

D2L will also be used to keep track of your grades in an online grade book. That means that you will be able to access all your grades online at any time. Since your access to D2L is password protected, your grades will be password protected too. No one else will be able to see your grades unless they know your password. (This is yet another reason to have a good password that only YOU know.)

Communication in this Online Course

There are a number of ways in which we can communicate in this class. Students may communicate with the instructor and other students using D2L email, however the official mode of communication with Instructor is via email listed in contact details only. Students may communicate with each other and the instructor by posting to the D2L discussion board. I will also have help session hours where I am live on collaborate.

As you all know, online communication is different than face-to-face communication. A significant part of face to face communication is missing in online communication. Sarcasm, for example, can frequently be misunderstood in online communications. So, it is important to be careful and courteous in your online communication. Don’t send an email that you would not want to receive yourself and don’t make a post that would be offensive to anyone. The Online course orientation manual that you looked at for technology requirements has a good discussion of “Netiquette” expectations on page 6. Please read these carefully because they not only explain what to avoid in online messages, but also how to make your online communication clearer. Finally, please understand that unlike a telephone conversation, email is asynchronous, i.e. there are delays between sending and receiving a response. For this course, you may assume that any email you send to the instructor will be answered within 24 hours during the week and 48 hours if the email is sent on Friday or Saturday. Faster responses will probably be typical, but are not guaranteed.

COURSE GOAL AND STUDENT LEARNING OBJECTIVES

The course goal and objectives enumerated here are fairly general but provide a good overview of what we will try to accomplish in this course.

Course Goal

● Learn to use important software tools.
● Develop a deeper understanding of computers.
● Develop an appreciation for internet security.
● Develop your online communication skills.
● Learn about privacy in the social media age.

COURSE DESCRIPTION

Overview of computer applications with emphasis on word processing, spreadsheets, database, presentation tools and internet-based applications. These skills will serve you well during college and your professional career. No previous experience with computers is required.
COURSE TOPICS

- Computer Applications
- Word Processing
- Spreadsheets
- Presentation Tools
- Maintaining and querying simple Database
- Internet-Based Applications
- Internet Security
- Social Media
- Privacy

Instruction Methods:

- D2L
- Videos (Collaborate or Youtube)
- Powerpoint Slides
- Google Docs

Assessment:

- Exams: Significant tests used to assess student progress. All exams are cumulative. The final exam will focus on the material covered in the last half of the course, but that material depends heavily on the first half of the course. Exams will be given through the “Quizzes” facility in D2L (the Quizzes tab on the black menu bar near the top of the home page). Every effort will be made to return your graded exams within 72 hours. Exams will NOT be proctored—in other words, you will no need to go to a specific place to take them—but will instead be administered using the Respondus LockDown Browser (LDB), which you will be required to download and install on the computer from which you will be taking the exams. There will be plenty of opportunities to test the LDB prior to the exam, as all quizzes require using it as well.

- Homework: There will be approximately 4 (equally weighted) homework assignments. Homework will be available at least 1 week prior to the due date except, of course, for the first week. Any questions you have on homework assignments may be asked by email. When homework assignments are completed, they are to be submitted by leaving a copy of the MSWord file in the appropriate drop box. You will receive feedback in the dropbox (including your grade) within one week, likely sooner. All assignments due dates are available in drop box.

- Quizzes: There will be approximately 4 quizzes. The instructor reserves the right to use the lockdown browser. You will have advanced warning. Quizzes will be given through the “Quizzes” facility in D2L (the Quizzes tab on the black menu bar near the top of the home page). Dates for Quizzes are available in the schedule in D2L. Quizzes will be open for 1 week in order to facilitate the learning timings of all students. The time duration of quiz and the number of attempts are fixed. Every effort will be made to return your graded quizzes within 48 hours.
Grades:

- Midterm Exam (30 percent of total grade)
- Final Exam (30 percent of total grade)
- Homework (20 percent of total grade)
- Quizzes (20 percent of total grade)

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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<td>D</td>
<td>60% - 69%</td>
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<tr>
<td>F</td>
<td>59% or less</td>
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Attendance:

Attendance for an online course obviously has to be defined a little differently than for a traditional classroom course. As you will discover, there is a homework assignment or quiz every week of the course (sometimes 2 or 3). This means that you will have to login to the D2L system regularly, unless you work ahead. The materials for the week should be available at the beginning of the week so this gives you some flexibility.

It is expected that you will listen to the recorded lectures. I also highly encourage you to interact with the instructor frequently. That could start with an email.

COURSE SCHEDULE

MS-Word
MS-Excel
MS-Powerpoint
MS-Access
Web Pages (HTML basics, Google pagerank)
Blown to Bits CHAPTER 1: Digital Explosion
Blown to Bits CHAPTER 2: Privacy Lost, Privacy Abandoned

OTHER IMPORTANT POLICIES

Academic Integrity

You are encouraged to work together on homework and lab assignments. The “Discuss” tab on the D2L course homepage provides a forum which can assist you in your interaction with other students. Email can also be an effective way of communicating with your classmates. You can learn a lot from other students. However, this does not mean you are allowed to simply copy other people’s work. When you discuss assignments with classmates, no materials should be exchanged. For example, you should not email a copy of your completed lab to another student who has not yet completed his/hers. As noted in the official University Policy below, evidence of cheating
is grounds for failing the assignment, quiz, exam, and/or the course. If it becomes apparent that you do not understand the code for your lab or an answer to a homework question, you may fail the lab even if it works correctly or the answer to the questions is correct. The official University cheating policy follows.

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty imimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilitieservices@usd.edu
Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.