

CSCI 209: Introduction to Computer Systems

Prerequisite(s): None

Credits: 3



I. Course Description

This course is an introduction to computers and to computer communication taught as a general course for all majors. Students will learn to use the software packages, Internet, electronic mail, Blackboard and computer terminology necessary to function in today's information society. Software packages include, but are not limited to, an operating system, word processor, spreadsheet, database, and web browser. Currently the *Microsoft Office 2016* Suite is in use.

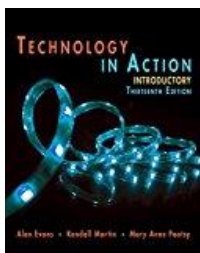
This course will be taught hands-on using a tutorial and by interactions with your fellow-classmates and the instructor via the Internet. Using this syllabus and lesson checklists as your primary guides, you will learn by discovery. The purpose of this is to teach you to teach yourself. You will find that you will be expected to be a self-taught learner the rest of your life. So why not start now? Computers and software change so fast that you must be able to teach yourself else you will never stay current.

II. Course Objectives

1. Demonstrate fundamental skills in basic applications such as word processing, spreadsheets, relational databases, electronic presentation tools, and the Internet.
2. Use general technology terminology.
3. Recognize the different types of computers and their functions in organizations and in society.
4. Work comfortably in networked, technology rich environments.
5. Use the features of the online learning platform that are necessary for academic success at CSU.
6. Recognize health dangers in computing and protect yourself from them.
7. Discuss the fundamental concepts of information technology such as digital representation of information.
8. Discuss security, privacy and ethical issues affecting information technology.
9. Discuss techniques to determine information quality.
10. Use appropriate search techniques to locate information on the Web and in the CSU library databases.
11. Learn discipline specific applications independently.
12. Adapt to changes in technology through trouble shooting, critical thinking, problem solving, and independent learning.

III. Course Textbooks and Reading Materials

****Students must purchase in advance texts and/or materials for this course.***



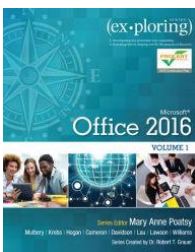
Title: *Technology In Action, Introduction*

Edition: 13th Edition

Author: Alan Evans, Kendall Martin and Mary Anne Poatsy

ISBN: 9780134474502

This edition contains the first nine chapters of the Complete edition. It is sufficient for this course.



Title: *Microsoft Office 2016*

Edition: Volume I

Author: Grauer, Poatsy, Mulbery,, Krebs, Hogan, Cameron, Davidson, Lau, Lawson, Williams

ISBN: 9780134320793

NOTE: All written assignments in this course will be graded based upon MLA standard requirements.

See the COURSE MATERIALS tab in the course navigation menu for additional (non-purchased) materials.

You will need access to a fairly up-to-date computer that can run the *Microsoft Office 2016* software. The computer should have speakers and/or an inexpensive headset or ear buds to listen to sound bytes that may be assigned from time to time. (Macs must be configured to boot to Microsoft Windows 7 or higher and must have the PC version of Office 2016 Professional installed. Mac users will need at least 8 GB of RAM to successfully run the necessary software, more would be better. If you are going to use a Mac, please read the related document located on the Course Information page.)

You will also need a USB flash drive (i.e., a small one that fits on a keychain). These are available from the bookstore or other places that sell computer products. One with 1 GB capacity is enough, but bigger is better. You will use the flash drive to store your work until you upload it to Blackboard for grading.

Software: The Office 365 suite of software that is required for this course is available free to CSU students via each student's BucMail account. Do not install the default Office 2016 software since it lacks the Access 2016 Data Base that is required for this course. Instead, find the Office 365 software under "Other Installs." This suite has Access and all other required software.

Follow these instructions:

Basic Office: (Do not install this one.)

1. Log into BucMail
2. On top left of page, click on Office 365
3. Top Right side click on Install Office 2016

Office 365 (with Access):

1. Log into BucMail
2. On top left of page, click on Office 365
3. Top Right side click on "Other Installs"
4. Chose Language and Version (32 or 64 bit)
5. Click "Install"

If you purchase software, make sure you purchase a version of *Microsoft Office 2016* that has the Access database as part of the suite. Be sure that you get the Academic version of the software. It is essentially the same as the commercial software, but much cheaper. The current academic version is called Office 365 University. This is the subscription version of the software that also contains online storage and Skype. You can purchase it from the bookstore at <http://store.thinkedu.com/microsoft-c67.aspx> (buy just the Office 365 University, unless you want to pay more for a bundle), or from the online Microsoft Office Store. The cost varies but is about \$80 for a four-year subscription.

If, for whatever reason, you have to use an older version of software, e.g., Office 2013 or Office 2012, you will find that it will not match up completely with the text since Microsoft has moved some things around in the 2016 version. However, you will quickly learn to adjust for the differences. And you will have to contend with not being able to do some things. (**Please do not try to use Office older than 2012.**)

IV. Weekly Information

Module One – Week 1

Introduction to Microsoft Office 2016 and Windows 10 (Overview)

Objectives

At the end of this module, you should be able to:

- Navigate a Windows Operating System.
- Manage folders and files in Files Explorer.
- Change display and computer settings.
- Perform common tasks in Office 2016 (i.e., open and save a file and print a document).
- Insert, move and copy text.
- Find and replace text.
- Use the Undo and Redo commands.
- Apply font attributes.
- Copy formats with the Format Painter.

- Describe the advantages of being computer literate

Reading

Read in your textbook, *Microsoft Office 2016*:

Windows 10 Chapter 1: Getting Started with Windows 10 (pp. 2 - 62)

Office 2016 Common Features: Taking the First Step, (pp. 64 - 129)

Read in your textbook, *Technology in Action*:

Chapter 1: Using Technology to Change the World (pp. 2-27)

View the Lesson Presentations

Deliverables

Discussion: Impact of Computer Literacy on Your Life

Assignment: Getting Started (required; not graded)

Assignment: Office 2016 Common Features Exercises

Quiz 1

Module Two – Week 2

Microsoft Word

Objectives

At the end of this module, you should be able to:

- Demonstrate knowledge of Word basics.
- Revise page layout.
- Check spelling and grammar.
- Use save and backup options.
- Format multiple levels of headings and figures.
- Use various document components such as a table of contents and index.
- Create a table.
- Format a table.
- Format a graphic element.
- Identify computer functions and devices

Reading

Read in your textbook, *Microsoft Office 2016*:

Word Chapter 1: Introduction to Word: Organizing a Document (pp. 130-196)

Word Chapter 2: Document Presentation: Editing and Formatting (pp. 198-266)

Word Chapter 3: Document Productivity: Working with Tables and Mail Merge (pp. 268-330)

Word Chapter 4: Collaboration and Research: Communicating and Producing Professional Papers (pp. 332-399)

Read in your textbook, *Technology In Action*:

Chapter 2: Looking at Computers: Understanding the Parts (pp. 28-73)

View the Lesson Presentations

Deliverables

Discussion: Collaboration

Assignment: Word Exercises

Quiz 2

Test 1: Win 10, Office 2016 Common Features and Microsoft Word

Module Three – Week 3

Excel Basics

Objectives

At the end of this module, you should be able to:

- Demonstrate knowledge of Excel basics.
- Open and save a worksheet.
- Create and copy formulas.
- Calculate values.
- Format a worksheet.
- Lay out a worksheet.
- Use a variety of functions.
- Create, modify, embed, and print charts.
- Print a worksheet.
- Summarize the evolution of the Internet and the tools and resources available through the Internet.
- Examine computer-related ethics

Readings

Read in your textbook, *Microsoft Office 2016*:

Excel Chapter 1: Introduction to Excel: Creating and Formatting a Worksheet (pp. 402-483)

Before working through the textbook, download the “Excel Formulas” handout (HandoutExcel_eCollege.doc found in Course Materials). Click [here](#).

Excel Chapter 2: Formulas and Functions: Performing Quantitative Analysis (pp. 486-531)

Read in your textbook, *Technology in Action*:

Chapter 3: Using the Internet: Making the Most of the Web’s Resources (pp. 74-111)

View the Lesson Presentations

Deliverables

Discussion: Determining a Web Sites' Usability for Research

Assignment: Excel 2016 Hands-On and Capstone Exercises

Written Assignment: Research Paper

Quiz 3

Module Four – Week 4

Excel Charts, Datasets, and Tables

Objectives

At the end of this lesson, you should be able to:

- Manipulate large worksheets.
- Add, Edit, and Format Chart Elements
- Manage large tables.
- Calculate percent of asking price.
- Sort and filter data.
- Demonstrate knowledge of data table theory.
- Apply conditional formatting.
- Identify various types of application software

Reading

Read in your textbook, *Microsoft Office 2016*:

Excel Chapter 3: Charts: Depicting Data Visually (pp. 532-545)

Excel Chapter 4: Datasets and Tables: Managing Large Volumes of Data (pp. 596-661)

Read in your textbook, *Technology in Action*:

Chapter 4: Application Software: Programs that Let You Work and Play (pp. 122-159)

View the Lesson Presentations

Deliverables

Discussion: Collaboration

Assignment: Excel Exercises (continued)

Quiz 4

Test 2

Module Five – Week 5

Access Database Basics

Objectives

At the end of this lesson, you should be able to:

- Create a database
- Describe the objects in an Access database
- Apply a filter by selection
- View a report
- Filter a table
- Compact, repair, and back up a database
- Establish table relationships
- Create, add criteria to, and sort a query
- Customize and summarize query data
- Identify various system software

Reading

Read in your textbook, *Microsoft Office 2016*:

Access Chapter 1: Introduction to Access: Finding Your Way Through an Access Database (pp. 662-731)

Access Chapter 2: Tables and Queries in Relational Databases: Designing Databases and Extracting Data (pp. 732-807)

Read in your textbook, *Technology in Action*:

Chapter 5: Using System Software: The Operating System, Utility Programs, and File Management (pp. 160-201)

View the Lesson Presentations

Deliverables

Discussion: Collaboration

Access Exercises

Quiz 5

Module Six – Week 6

Access Queries, Reports, and Computer Hardware

Objectives

At the end of this lesson, you should be able to:

- Develop and modify forms
- Create queries
- Perform calculations in queries
- Summarize data using queries
- Create and edit a report.
- Identify report elements, sections, and controls.
- Modify a report
- Describe hardware components.

Readings

Read in your textbook, *Microsoft Office 2016*:

Access Chapter 3: Using Queries to Make Decisions: Perform Calculations and Summarize Data Using Queries (pp. 810-859)

Access Chapter 4: Creating and Using Professional Forms and Reports: Moving Beyond Tables and Queries (pp. 862-921)

Read in your textbook, *Technology in Action*:

Chapter 6: Understanding and Assessing Hardware: Evaluating Your System (pp. 222-257)

View the Lesson Presentations

Deliverables

Discussion: Collaboration

Access Exercises (continued)

Quiz 6

Test 3

Module Seven – Week 7

PowerPoint

Objectives

At the end of this lesson, you should be able to:

- Demonstrate knowledge of PowerPoint basics.
- Prepare a slide show using a template.
- Modify an outline structure.
- Create tables within a presentation.
- Insert an image.
- Add custom animation.
- View and print a presentation.
- Identify network components.
- Describe the evolution and impact of digital information.

Reading

Read in your textbook, *Microsoft Office 2016*:

PowerPoint Chapter 1: Introduction to PowerPoint: Creating a Basic Presentation (pp. 924-988)

PowerPoint Chapter 2: Presentation Development: Planning and Preparing a Presentation (pp. 990-1039)

Read in your textbook, *Technology in Action*:

Chapter 7: Networking: Connecting Computing Devices (pp. 258-295)

Chapter 8: Devices and Media: Managing a Digital Lifestyle (pp. 308-345)

View the Lesson Presentations

Deliverables

Discussion: Collaboration

Assignment: PowerPoint Exercises

Quiz 7

Final Exam: Parts 1 (Technology) and 2 (Application)

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).

3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) ***(Except for this course and English courses that specify use of MLA format.)***
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76
D	=	60-69
F	=	<60

Grade Weighting

Graded items are weighted as follows:

Discussion Forums	10%
Tests	25%
Research Paper	20%
Quizzes and Exercises	20%
Final Exam	25%
Total:	100%

Undergraduate Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper MLA format 	<ul style="list-style-type: none"> • Post exceeds 200 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate MLA format 	<ul style="list-style-type: none"> • Post 178-200 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source. • Not in appropriate MLA format 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate MLA format 	<ul style="list-style-type: none"> • Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	<ul style="list-style-type: none"> Advances discussion providing additional commentary that is relevant or offers an alternative Critical thought development is evidenced by thoughtful and meaningful responses Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources in the body of the posts Proper MLA format 	<ul style="list-style-type: none"> Post exceeds 150 words Very well written
Effective 80-89%	<ul style="list-style-type: none"> Advances discussion providing additional commentary and critique Responses are correct but mostly restate the peers' viewpoints without development of critical thought Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources Not in appropriate MLA format 	<ul style="list-style-type: none"> Post is 133-150 words Well written
Competent 70-79%	<ul style="list-style-type: none"> Shows adequate understanding of the knowledge and concepts posted by peers Responses are mostly, "I agree..." Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> Student cites 1 peer-reviewed source Not in appropriate MLA format 	<ul style="list-style-type: none"> Post is 118-132 words A few writing errors.
Minimal 0-69%	<ul style="list-style-type: none"> Shows minor comprehension of concepts and viewpoints from peers. Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources Not appropriate MLA format 	<ul style="list-style-type: none"> Post 0-118 words Poorly written 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper MLA format • Exceeds 500 words
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text. 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources. • Follows directions • MLA formatting demonstrated but not extensive. • 450-500 words
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate MLA format. • 400-449 words
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate MLA format • 0-399 words • Poorly written. • 0 points for late assignments

Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Demonstrated some form of outside material used • Shows some critical thinking and active thought 	<ul style="list-style-type: none"> • Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Provided enough detail for marginal requirement • “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> • Lacks focus on content • Some writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Lacked detail that demonstrates active thought • One-sentence answer 	<ul style="list-style-type: none"> • Unorganized and poorly written • 0 points for late assignments