CSC 100 Computer Literacy

Instructor Information: Dr. Taiwo Ajani tajani@ferrum.edu *preferred method of communication	**Online Class time:** 10:45 AM – 12:45 PM, Tuesday **Office Hours:** • Virtual office hours for immediate response via online chat (By Email Appointment Monday – Friday) • Video chat available through Virtual Classroom by request. • If these do not work well with your schedule, please email me. Note: emails will be answered within 24 hours on weekdays and 24-48 hours on weekends – please return the same courtesy, and check your email as I may try to reach you as well.

I. COURSE DESCRIPTION
Course Description. (3 credits)

Intended to introduce the student to the computer and its usefulness in a variety of fields. The student will be exposed to a broad range of application concepts using Microsoft Office. Hands-on activities will include word processing, spreadsheet, database, and graphics. This course will not count toward either a major or minor in Accounting, Business Administration, Computer Science, Computer Information Systems, or Mathematical Sciences. Academic credit toward the completion of 121 hours will not be given for both CSC 100 and BUS 230. Please note that BUS 230 is required for Accounting, Business Administration, and Computer Information Systems majors.

Prerequisite: None

COURSE STRUCTURE:
This course is conducted as a fully online course, which means students do not have to be on campus to complete any portion of it. Access to a computer with internet access is required. Students will participate in the course using Ferrum's Online Course Management System called Brightspace (ferrum.desire2learn.com) Students will use their Student ID number and create a private password to access Brightspace. Within Brightspace, students will access online lessons, course materials, and resources. At designated times throughout the course, students will participate in a blend of self-paced and group paced activities using Brightspace and additional Internet based technologies. Activities will consist of discussion forums, course readings, papers, assignments, and exams. Assigned faculty will support the students throughout this 7-week course.

II. COURSE REQUIREMENTS
Required Materials:

Textbooks and Materials:
Shelly Cashman Series
Microsoft Office 365 Office 2016 – Introductory
Authors: Misty E. Vermaat, Steven M. Freund, Corinne Hoisington, Eric Schmieder, Mary Z. Last
Publisher: Course Technology
ISBN-10: 1305870018; ISBN-13: 9781305870017

- Also ensure you have a sufficiently large storage mobile device (flash/thumb drive) to store your laboratory/homework files.

Recommended Flash Drive: 520 MB (minimum)
Required Readings:

Note: Ancillaries to the textbooks (e.g., lectures, articles, etc.) will be posted on Brightspace

Additional Materials for Learning:
- Computer with basic audio/visual output equipment
- Internet access (broadband recommended)
- Microsoft Office
- Google Education Suite (provided via your Ferrum College email account)

Brightspace Requirements: To ensure compatibility with Brightspace, enable JavaScript and Cookies on your browser, and disable pop-up blockers. In addition, you must have Adobe Flash Player 10.1 or later. Information about preferred compatible browsers for use with Brightspace are available at the following website:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

III. COURSE OBJECTIVES AND PROGRAM STUDENT LEARNING OUTCOMES
These objectives and SLOs are assessed using the assignments as shown. Descriptions of the assignments are provided below.

Upon completion of this course, students will be able to:

After successful completion of this course students will be able to:

1. **Demonstrate information literacy, using available technology when appropriate**

   Goal: Use a computer and its software to accomplish practical tasks, determine when there is a need for information, and identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

   Instructional Strategies: Introduce, illustrate, and reinforce outcome concept using simple examples. In addition, a combination of teaching strategies may be used to meet

this goal that may include instructor directed textbook reading, case study, practice problem solving, in addition to regular teaching, group discussion, laboratory exercises, and case study.

Assessment Methods: Assessment of this goal may include cumulative objective quizzes, graded homework assignments, written term paper, attendance and participation, class discussion, mid-term and final examination.

2. **Demonstrate competency in quantitative skills and reading**

Goal: Comprehend and analyze written material and evaluate arguments from reading material, analyze the logical connections among the facts, goals, and implicit assumptions relevant to the situation, Identify and extract relevant numerical data from a problem/situation, obtain correct mathematical results and describe them.

Instructional Strategies: Introduce, illustrate, and reinforce outcome concept using simple examples. In addition, a combination of teaching strategies may be used to meet this goal that may include instructor directed textbook reading, case study, practice problem solving, in addition to regular teaching, group discussion, laboratory exercises, and case study.

Assessment Methods: Assessment of this goal may include cumulative objective quizzes, graded homework assignments, written term paper, attendance and participation, class discussion, mid-term and final examination.

3. **Think critically and solve problems through analysis, evaluation, inference, induction, and deduction**

Goal: Speak and listen critically and recognize the value of a wide range of communication styles, gather pertinent factual information and apply it to a given computer problem, explore possible assumptions, interpretations, or perspectives related to solving a problem, articulate the values affecting decisions, interpretations, and analysis made by ourselves and others.

Instructional Strategies: Introduce, illustrate, and reinforce outcome concept using simple examples. In addition, a combination of teaching strategies may be used to meet this goal that may include instructor directed textbook reading, case study, practice problem solving, in addition to regular teaching, group discussion, laboratory exercises, and case study.

Assessment Methods: Assessment of this goal may include cumulative objective quizzes, graded homework assignments, written term paper, attendance and participation, class discussion, mid-term and final examination.

4. **Communicate with unity of purpose and coherent organization consistent with standard rules and recognized conventions using appropriate methodologies**

Goal: Express ideas and facts clearly and completely in a variety of written formats, demonstrate the ability to interact collaboratively within a group or peers to complete an assigned task, deliver a clear, well-organized verbal presentation, Compose a clear, well-organized document that is professional in appearance and content.

Instructional Strategies: Introduce, illustrate, and reinforce outcome concept using simple examples. In addition, a combination of teaching strategies may be used to meet this goal that may include instructor directed textbook reading, case study, practice problem solving, in addition to regular teaching, group discussion, laboratory exercises, and case study.

 Assessment Methods: Assessment of this goal may include cumulative objective quizzes, graded homework assignments, written term paper, attendance and participation, class discussion, mid-term and final examination.

5. **Demonstrate awareness of local, national and global issues**

 Goal: Demonstrate understanding of a global concern and the ability to develop an informed opinion, demonstrate awareness of the impact of one's individual actions on regional, national, or global issues.

 Instructional Strategies: Introduce, illustrate, and reinforce outcome concept using simple examples. In addition, a combination of teaching strategies may be used to meet this goal that may include instructor directed textbook reading, case study, practice problem solving, in addition to regular teaching, group discussion, laboratory exercises, and case study.

 Assessment Methods: Assessment of this goal may include cumulative objective quizzes, graded homework assignments, written term paper, attendance and participation, class discussion, mid-term and final examination.

6. **Demonstrate personal responsibility**

 Goal: Set personal and professional goals and develop strategies to reach them, describe techniques to attain realistic levels of personal health and wellness, discuss the benefits of life-long learning

 Instructional Strategies: Introduce, illustrate, and reinforce outcome concept using simple examples. In addition, a combination of teaching strategies may be used to meet this goal that may include instructor directed textbook reading, case study, practice problem solving, in addition to regular teaching, group discussion, laboratory exercises, and case study.

 Assessment Methods: Assessment of this goal may include cumulative objective quizzes, graded homework assignments, written term paper, attendance and participation, class discussion, mid-term and final examination.

7. **Collaborate with people of diverse cultural attitudes, beliefs and values**

Goal: Demonstrate involvement in the local and/or regional community. Demonstrate civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.

Instructional Strategies: Introduce, illustrate, and reinforce outcome concept using simple examples. In addition, a combination of teaching strategies may be used to meet this goal that may include instructor directed textbook reading, case study, practice problem solving, in addition to regular teaching, group discussion, laboratory exercises, and case study.

Assessment Methods: Assessment of this goal may include cumulative objective quizzes, graded homework assignments, written term paper, attendance and participation, class discussion, mid-term and final examination.

Course Learning Outcomes:

Computers history, hardware and software

a. Understand the essentials of computer hardware and software and differences
b. Describe the organization and operation of a simple CPU
c. Describe Memories - RAM and ROM and their interrelationship with system parameters
d. Describe the four main functions of a digital computer (Input, Process, Output, and Storage)
e. Categorize, compare and contrast systems and application software

Computer utilization in other countries
f. Discuss the impact of computers on individuals, organization, and society. Impact of computer technology in other cultures

Productivity Software use and logical Reasoning
g. Compare, analyze, and evaluate information from various systems using application Software
i.   Use computers to solve typical information systems related problem
j. Apply microcomputer database software to the solution of problems typically encountered at the various levels of society and organizations.

Ethical, Moral, Legal issues and other uses of computers

k. Identify ethical, moral and legal issues relating to the storage and dissemination of information and the use of computer systems.

Assessment of Course Outcomes:

Course Outcomes	Instructional Strategy (Applicable to All Outcomes)	Assessment Methods

Computers history, hardware and software. • Understand the essentials of computer hardware and software and differences • Describe the organization and operation of a simple CPU • Describe Memories - RAM and ROM and their interrelationship with system parameters • Describe the four main functions of a digital computer (Input, Process, Output, and Storage) • Categorize, compare and contrast systems and application software	Lectures Small Group Projects	***Research, Write, Present, Quizzes and Examinations.*** Students will research, write and present a formal report in groups about computer history timeline from **1939 to 2008.** The research will focus on how computer technology evolved over the years to improve computer performance. Students will be asked to complete a peer review worksheets to assess each other. Instructor will assess group and individual efforts and participation. Periodic Quizzes and Examinations will also be used to carry out assessments.
Computer utilization in other countries • Discuss the impact of computers on individuals, organization, and society. Impact of computer technology in other cultures	Out of Class Assignments Guided Learning	***Research, Write and Present:*** Students will research, write and present a formal report in groups about computer utilization in **one country from Africa or the Middle-East** compared with the United States. Students will be asked to complete a peer review worksheets to assess each other. Instructor will assess group and individual efforts and participation.
Productivity Software use and logical Reasoning • Compare, analyze, and evaluate information from various systems using application Software • Use computers to solve typical information systems related problem	Research	***Assigned Laboratory Exercises, Quizzes and Examinations.*** Complete a series of laboratory and homework assignments showing that they can use various productivity software learned on the course to solve various personal and business problems effectively in different specific situations using MS WORD (word-processing), MS EXCEL (spreadsheet), MS POWERPOINT

	In Class Laboratory Exercises	(presentation).
• Apply microcomputer database software to the solution of problems typically encountered at the various levels of society and organizations.		Periodic Quizzes and Examinations will also be used to assess students.
Ethical, Moral, Legal issues and other uses of computers • Identify ethical, moral and legal issues relating to the storage and dissemination of information and the use of computer systems.		***Research and Write*** Students will research and write a report (2-page max) about the responsible use, or misuse, of computer technology. Students will consider the Computer Ethics Institute of Washington D.C principles: **The Ten Commandments Of Computer Ethics:** Barquin 1992)

IV. ASSIGNMENTS

Before completing course assignments, please submit the following completion certificates as a single submission within in the PREREQUISITE Drop Box located within Module 1 of the course.

All assignments for this course will be submitted electronically through Brightspace unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All assignments should follow APA conventions and must be submitted using Word unless otherwise specified. Quotes should be minimized, and works cited should be recent (within the last 10 years). Percent of final course grade is provided next to each assignment.

Assignments and Weights/Points per assignment

Brief Description	Grade Percentage/assignment type
Course Work	60
Cybersecurity Lab	10
Short Paper/Seminar _ Group Interesting Topics in Information Systems (e.g. IS Ethics, recent development, legal/criminal issues in IS, etc.). This may be assessed in form of Forum assignment presentations	20
*Participation	10
100% TOTAL	

*More information about each assignment/assessment will be provided on Brightspace.

In addition to the Graded Forums, there are a few other forums in our class:
- Student lounge (a place for students to connect and chat about non-course related things)
- Q&A (a general Q&A forum for general questions where students can answer each other as well as the professor)
- As the Professor (Forum for asking non-personal questions to the professor).

Week/Module (MWF)	Topics and Activities	Reading Assignments / Assignments Due / Quiz
1 (May 4-9)	Module 1 – Introduction to Computers & Cybersecurity Familiarization with BrightSpace Complete readings and assignments in <START HERE> and Module 1 Students provide name and @ferrum email address. Module 1 – WORD	Introduction to, BrightSpace, Ferrum and Class Read Intro to Computers Complete the Cybersecurity Lab Participate actively in class Read WORD Chapters 1-3 Complete assigned work and submit as directed in BrightSpace dropbox.
2 (May 10-16)	Module 2 – POWERPOINT Module 3 – EXCEL	Read POWERPOINT Chapters 1-3 Complete assigned work and submit as directed in BrightSpace dropbox. Read EXCEL Chapters 1-3 Complete assigned work and submit as directed in BrightSpace dropbox.
3 (May 17-22)	Module 4 – ACCESS	Read ACCESS Chapters 1-3 Complete assigned work and submit as directed in

		BrightSpace dropbox.
	Module 5 – REPORT/ESSAY	Conduct research on assigned topic and submit on BrightSpace. Note: Only one of MLA/APA style is permitted for this research citation and referencing.
Grades Due	May 25, 2021	

V. GENERAL POLICIES

GRADING SCALE

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Academic Integrity

In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Specifically, do not:

- Cheat. (Cheating is defined as an act of dishonesty or unfairness designed to give unearned and undue advantage in any class activity)
- Plagiarize, that is, use another person's words or ideas as your own without proper documentation.
- Collaborate with others unless specifically requested in an assignment or discussion.
- Let another student login to your Brightspace account.

Failure to follow this policy will result in disciplinary action which can affect your academic standing in the College.

Clear and well-defined instructions and expectations will be provided on all your individual assignments, examinations, group projects and other deliverables designed to facilitate your learning of new concepts and build progress. Each student will have an option to take a review quiz that is very closely related to the main quiz. For the real quiz, questions and order of answers will be randomized. Expect not more than two questions per page. Quiz will be available on Friday (1 hour before regular class time) and close on Saturday. Once you login to start your quiz, you have to complete it within the allocated time slot.

Written reports may be evaluated for plagiarism before I grade them. The penalty for plagiarism applies.

Note: By registering and continuing in this course, you agree to practice academic honesty. Any academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the College. Familiarize yourself with the Ferrum College Student Handbook. The specific Accountability statement for cheating, lying and plagiarism is available in section 4 of the following link: https://www.ferrum.edu/downloads/student-affairs/student_handbook.pdf

Online Attendance Policy
Ferrum College policy dictates that attendance is expected and that students are responsible for all course work assigned in their online courses. Simply logging into an online course is not sufficient, by itself, to demonstrate academic attendance by a student. In an online course what constitutes attendance is determined by the instructor. These requirements may include, but are not limited to, submission of an academic assignment, exam, online discussion forum post, or emailing the course instructor.

If a student is unable to complete work or misses a course deadline for any reason, the student must account for the "absence" with their instructor. The instructor, in consultation with the Director of the School of Graduate and Online Education Studies and Provost, may determine that unusual circumstances and the student's work in the course justify the assignment of a grade other than F. Unusual circumstances include extended illness or other emergencies, the student's participation in college-sponsored activities, or some combination thereof.

Civility Policy (this policy is specific to online courses)
Online courses promote the advance of knowledge through positive and constructive debate both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Civility in the Classroom Policy
Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the academic setting and may risk serious consequences as outlined in the Civility policy.

Note: Student's cell-phone or electronic device should not be in sight. Keep them away before you enter the classroom, laboratory or learning area, otherwise, student will be asked to leave the class immediately. Any student asked to leave the class potentially risks losing attendance/participation points for the whole class (10%). A student who persists in such behavior will face further disciplinary action including permanent expulsion from the class

Office of Academic Accessibility (OAA) Information for Students with Disability Documented
As directed by Ferrum College's policy, any student with a disability who qualifies for and chooses to seek academic accommodations (such as testing, captioning, or other services) must request accommodations through the Office of Academic Accessibility. The director can be reached by email at: nbeach@ferrum.edu and information is available at www.ferrum.edu/accessibility. Students pursuing academic accommodations must submit appropriate documentation to the director of OAA and follow Ferrum College's OAA established procedures in a timely manner. If you believe you are not receiving the accommodations needed, your responsibility is to immediately contact the director by email, explain your concern to the degree you feel comfortable explaining it in writing, and request an appointment. Remember that accommodations cannot be granted retroactively; they must be requested in a timely manner before the accommodation is needed.

Tech Support
Students needing technical assistance with Brightspace at any time during the course or to report a problem can contact Ferrum's 24/7 Brightspace Technical Support Center at: 1-877-325-7778 or Email and Chat available through this link: https://community.brightspace.com/support/s/.

Students can also get in-person help if on-campus at the Helpdesk (Main Level of Bassett Hall). Technicians are trained to help students with Brightspace and its tools. It is also helpful if you let me know what kinds of difficulties you encounter so that I can change the course for future students, so they don't have the same issues.

If not on campus, Helpdesk Support is available via email at: helpdesk@ferrum.edu or via phone during normal business hours at: 540-365-4357

Note: The instructor reserves the right to modify this syllabus at any time during the course.