

Course Syllabus*

*Students may want to **print** this syllabus in order to have all key course information available off-line.

Course Information:	Course Number: INT3203 Course Name: Technical Infrastructure CRN: 3837 Course Location: / Classroom: Online
Instructor Contact Information:	Name: Richard G. Bush Title: Director, Undergraduate Management Programs Telephone: 248-204-3078 E-mail: bush@ltu.edu Office Location / Hours: M214 – This is an online course, please make an appointment to meet with me face to face at http://app.timebridge.com/mytime/richardbush
Meeting Dates:	This is an online course, there are no face to face meeting times scheduled. Note: Refer to http://www.ltu.edu/management/academic_calendar.asp for the last date to withdrawal and other important registration related information.
Course Prerequisites:	Undergraduate level <u>INT 3023</u> Minimum Grade of D-
Course Text Books	Required Text(s): Discovering Computers 2009: A Gateway to Information (ISBN 978-1-4-23911982
Course Description	Designing a computer architecture that will meet the needs of the business environment. Current hardware, network and software technologies will be explored as well as system architectures for the single user, center, and networked computing systems. Single and multi-user operating systems will also be discussed.
Course Objectives	<ul style="list-style-type: none"> • Demonstrate knowledge and application of major hardware/software components of a computer system used by organizations • Explain the differences and general functions of popular operating systems • Differentiate between major network types • Discuss management challenges created by information system • Discuss ethical issues that impact the use of information technology
Technical Support:	For software or hardware issues, contact the LTU Help Desk Telephone: 248-204-2330 E-mail: helpdesk@ltu.edu For Blackboard issues, contact the VTRC Telephone: 248-204-3750 E-mail: vtrc@ltu.edu
Academic Support:	Library Telephone: 248-204-3000 Center Library Website: http://www.ltu.edu/library/index1.asp E-mail: refdesk@ltu.edu Matthew DeGennaro COM Executive Skills Resource Telephone: 248-204-3088 E-Mail: mdegennaro@ltu.edu

Academic Achievement Center
Telephone: 248-204-4120
E-mail: hobart@ltu.edu

COM Computer Lab
Room M215

Student Services Support:	<p>Office of Student Affairs Telephone: 248-204-4100 Website: http://www.ltu.edu/student_affairs/index.asp</p> <p><u>LTU Hotline</u>: To check for school closing, Blackboard/Banner availability, or other issues call the LTU Hotline at 248-204-2222.</p> <p>Campus Safety Services 248-204-3945</p>																																					
Course Polices	<ol style="list-style-type: none"> 1. Assistance - Students are encouraged to contact the instructor during office hours, after class or at home if they are having difficulties in the course. 2. Conduct - Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited. Additionally, cell phones, pagers, and other personal electronics should be set to silent mode. Additional information covering the Student Code of Conduct can be accessed at http://www.ltu.edu/student_affairs/student_conduct.asp 3. Academic Integrity - Students are expected to do their own work at all times. While it is acceptable to discuss homework and case assignments with others, students should first attempt to solve assigned work themselves. In no case will copied work from another be considered acceptable. With respect to papers, students must submit original work done specifically for this course by the student. Any cheating on exams or papers will result in a score of zero and, potentially, a referral to the Dean. For more information visit Academic Honor Code at http://www.ltu.edu/currentstudents/honor_code.asp 4. Absences or lack of participation will impact your grade. Students are expected to communicate early any situation that may affect their participation in the online classroom to the instructor. 5. Late Work will lose 10% each day the assignment is late. 																																					
Student Evaluation	<table border="1" data-bbox="410 1331 1321 1608"> <thead> <tr> <th>Assignments</th> <th>Points</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Weekly Chapter Quizzes (15 at 20 points each)</td> <td>300</td> <td>30%</td> </tr> <tr> <td>Weekly Chapter Discussions (15 at 30 points each)</td> <td>450</td> <td>45%</td> </tr> <tr> <td>Individual Paper #1</td> <td>100</td> <td>10%</td> </tr> <tr> <td>Individual Paper #2</td> <td>100</td> <td>10%</td> </tr> <tr> <td>Reflective Consolidation Paper</td> <td>50</td> <td>5%</td> </tr> <tr> <td>Total Points</td> <td>1000</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="410 1646 937 1953"> <thead> <tr> <th>Percentage</th> <th>Letter Grade</th> </tr> </thead> <tbody> <tr> <td>96 and above</td> <td>A</td> </tr> <tr> <td>90 – 95</td> <td>A-</td> </tr> <tr> <td>87 – 89</td> <td>B+</td> </tr> <tr> <td>83 – 86</td> <td>B</td> </tr> <tr> <td>80 – 82</td> <td>B-</td> </tr> <tr> <td>77 – 79</td> <td>C+</td> </tr> <tr> <td>73 – 76</td> <td>C</td> </tr> </tbody> </table>	Assignments	Points	Percentage	Weekly Chapter Quizzes (15 at 20 points each)	300	30%	Weekly Chapter Discussions (15 at 30 points each)	450	45%	Individual Paper #1	100	10%	Individual Paper #2	100	10%	Reflective Consolidation Paper	50	5%	Total Points	1000		Percentage	Letter Grade	96 and above	A	90 – 95	A-	87 – 89	B+	83 – 86	B	80 – 82	B-	77 – 79	C+	73 – 76	C
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	70 – 72	C-	
	61 – 70	D	
	60 and below	F	

Course Schedule

(Note: Subject to Change)

Session or Module	Date(s)	Topics/Readings	Assignments Due
0	Complete by 1/11/09	<ul style="list-style-type: none"> • <i>Overview of textbook</i> • <i>Online Learning Orientation</i> • <i>Course Orientation</i> 	<ul style="list-style-type: none"> • Assignments due 1/11/09 by 11:00 p.m. ET • Self-paced course orientation: contact instructor as needed • COMPLETE: Individual Pre-Test
1	1/12/09 to 1/18/09	<ul style="list-style-type: none"> • <i>Chapter 1. Introduction to Computers</i> • <i>Chapter 2. The Internet and World Wide Web</i> 	<ul style="list-style-type: none"> • Assignments due 1/18/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
2	1/19/09 to 1/25/09	<ul style="list-style-type: none"> • <i>Chapter 3. Application Software</i> 	<ul style="list-style-type: none"> • Assignments due 1/25/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
3	1/26/09 to 2/01/09	<ul style="list-style-type: none"> • <i>Chapter 4. The Components of the System Unit</i> 	<ul style="list-style-type: none"> • Assignments due 2/01/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
4	2/02/09 to 2/08/09	<ul style="list-style-type: none"> • <i>Chapter 5. Input</i> 	<ul style="list-style-type: none"> • Assignments due 2/08/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
5	2/09/09 to 2/15/09	<ul style="list-style-type: none"> • <i>Chapter 6. Output</i> 	<ul style="list-style-type: none"> • Assignments due 2/15/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
6	2/16/09 to 2/22/09	<ul style="list-style-type: none"> • <i>Chapter 7. Storage</i> 	<ul style="list-style-type: none"> • Assignments due 2/22/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
7	2/23/09 to 3/01/09	<ul style="list-style-type: none"> • <i>Chapter 8. Operating Systems and Utility Programs</i> 	<ul style="list-style-type: none"> • Assignments due 3/01/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
8	3/02/09 to 3/08/09	<ul style="list-style-type: none"> • <i>Chapter 9. Communications and Networks</i> 	<ul style="list-style-type: none"> • Assignments due 3/08/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts

			<ul style="list-style-type: none"> • COMPLETE Chapter quizzes • INDIVIDUAL Paper #1
LTU MID-TERM BREAK 3/09/09 TO 3/15/09			
9	3/16/09 to 3/22/09	<ul style="list-style-type: none"> • <i>Chapter 10. Database Management</i> 	<ul style="list-style-type: none"> • Assignments due 3/22/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
10	3/23/09 to 3/29/09	<ul style="list-style-type: none"> • <i>Chapter 11. Computer Security, Ethics, and Privacy</i> 	<ul style="list-style-type: none"> • Assignments due 3/29/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
11	3/30/09 to 4/05/09	<ul style="list-style-type: none"> • <i>Chapter 12. Information System Development</i> 	<ul style="list-style-type: none"> • Assignments due 4/05/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
12	4/06/09 to 4/12/09	<ul style="list-style-type: none"> • <i>Chapter 13. Programming Languages and Program Development</i> 	<ul style="list-style-type: none"> • Assignments due 4/12/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes
13	4/13/09 to 4/19/09	<ul style="list-style-type: none"> • <i>Chapter 14. Enterprise Computing</i> • <i>Chapter 15. Computer Careers and Certification</i> 	<ul style="list-style-type: none"> • Assignments due 4/19/09 by 11:00 p.m. ET • READ assigned Chapter(s) • RESPOND to the instructor's discussion posts and fellow student posts • COMPLETE Chapter quizzes • INDIVIDUAL Paper #2
14	4/20/09 to 4/25/09	<ul style="list-style-type: none"> • Assignments due 4/25/09 by 11:00 p.m. ET • FINAL Exam • REFLECTIVE Consolidation Paper • INDIVIDUAL Post Test • FINAL Course Evaluations 	

Description of Assignments

Online Participation (Discussion Forums)

This is a hybrid class, meaning that we split our time between on-ground and online instruction and dialog. ***As such the online portion of this course is worth 45% your grade.***

Technologies in the News/PodCasts

This assignment is quite often the most popular assignment in my classes. Simply the goal of this assignment is for each student to locate information (online, in print, on the news, in the paper, etc.) on some technology that solved a social or business problem and can be tied back to the current chapters we are covering. *Each student will generate a post that summarizes the news item (tell us about the technology), connect it to our chapters (make the connection) and asks an open-ended question of the class regarding the technology. This portion can be incorporated into the Online Participation above.*

Chapter Quizzes

Each chapter will have an online quiz. Each quiz will consist of 10 questions selected at random from a pool of questions that include true/false, multiple choice, essay, and short answer. Students may take the exam twice (2), exams cannot be saved and then resumed, and retaking the exam will generate an entirely new question set from the pool. If a student needs to take the exam a third time, the quiz will be paper based, 30 questions, randomly generated and supervised. ***Chapter quizzes are worth 30% of your grade.***

Papers/Projects and Presentations

Greater detail is provided in Attachment C of this document.

Individual Papers

Prepare two 8-page (double-spaced) opinion paper on a technology issue of your choice. The paper is designed to be an opinion paper like you would see on a newspaper Op-Ed page. A numerical grade will be assigned. Each paper will be worth 100 points or 10% of your final grade.

Reflective Consolidation Paper

Prepare an 8-page (double-spaced), minimum, reflective consolidation paper based on your key concepts and principles learned from this course, and how this *learning may add value to your future learning or professional objectives.* Your paper will be evaluated to a maximum of 50 points based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality. *I recommend connecting with 8 or more concepts and principles and writing a minimum of 1 page per concept or principle...take notes throughout the course to make this easier for you.*

In-Class & On-Line Participation Rubric

The following rubric or guidelines will be employed when grading both in-class and on-line or BlackBoard participation points.

In Class Participation:

This will be based on class discussion, exercises, in-class assignments, etc. Students who miss class will have to work with the instructor on how to make up in-class participation points. Showing up for class does not guarantee points! Participation is rewarded by points. Students are encouraged to bring in articles, web site URL's, etc. for discussion purposes.

On-line Participation Points

Students will be graded for their on-line participation using BlackBoard. Students will be asked to respond not only to those posts by the instructor but to their peer posts as well. This will be completed during the on-line weeks where the student is to post on a regular basis. Specifically:

- Each student is expected to respond to instructor postings. The instructor will not post every week, but activities will be monitored. It is the student's responsibility to check BlackBoard on a regular basis (at least two to three times a week).
- Each student must start discussion threads concerning pertinent leadership issues. Articles, websites, etc., can be attached from a reputable source.
- Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.
- Postings submitted the final week of class will not be counted.
- **Quality of posts** - when grading a student's posts, the instructor will use the following as a guideline. High quality posts receive the maximum number of points.

Posting Quality Rating	Examples
High	<ul style="list-style-type: none">• Original thoughts not already contained in the threaded discussion• Cited examples/ideas from the Internet – please list the URL that you have referenced• Agreement/Disagreement with other postings and including a strong reason why
Fair	<ul style="list-style-type: none">• Some original thoughts/some repeat of what has already been listed in the threaded discussion.

A Paper (Exemplary):

1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
2. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.
4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.
6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.
7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Is free of errors in grammar, punctuation, word choice, spelling, and format.
9. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.

B Paper (Proficient):

1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
2. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.
4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.
6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.

7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

C Paper (Marginal):

1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.
2. Presents an unclear (either persuasive or argumentative) rhetorical position.
3. Has partial or inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details.
5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.
6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

F Paper (Unacceptable):

1. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.
2. Has no rhetorical position.
3. Has an inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.
5. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
6. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

