



INT3203 Technical Infrastructure
College of Management

Course Syllabus*

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

Course Information:	Course: INT3203 Technical Infrastructure CRN: 3842 Class Meetings: This is an online class that will utilize a class site located on Blackboard Times: January 11, 2010 - April 19, 2010
Instructor Contact Information:	Name: Dr. Andrew Makar Title: Adjunct Professor Telephone: 586-481-9235 E-mail: andy@amakar.com
Meeting Dates:	January 11 th , 2010 and ends April 19 th , 2010 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 and Other Materials	Discovering Computers 2009 Shelly Vermaat ISBN-13: 978-1-4239-1198-2 ISBN-10: 1-4239-1198-9 Cengage Learning Available for purchase at the LTU Bookstore
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:	<p>For software, hardware or Blackboard issues, contact the LTU Help Desk Telephone: 248-204-2330 E-mail: helpdesk@ltu.edu</p>				
Academic Support:	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Library Telephone: 248-204-3000 Library Website: http://www.ltu.edu/library/index1.asp E-mail: refdesk@ltu.edu </td> <td style="width: 50%; vertical-align: top;"> Matthew DeGennaro COM Executive Skills Resource Center Telephone: 248-204-3088 E-Mail: mdegennaro@ltu.edu </td> </tr> <tr> <td style="vertical-align: top;"> Academic Achievement Center Telephone: 248-204-4120 E-mail: aac@ltu.edu </td> <td style="vertical-align: top;"> COM Computer Lab Room M215 </td> </tr> </table>	Library Telephone: 248-204-3000 Library Website: http://www.ltu.edu/library/index1.asp E-mail: refdesk@ltu.edu	Matthew DeGennaro COM Executive Skills Resource Center Telephone: 248-204-3088 E-Mail: mdegennaro@ltu.edu	Academic Achievement Center Telephone: 248-204-4120 E-mail: aac@ltu.edu	COM Computer Lab Room M215
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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 Policies	<ol style="list-style-type: none"> 1. Assistance - Students are encouraged to contact the instructor before/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 – Reading the text book and the assignments will not provide enough information to pass the class. Attendance in class, both in person and on-line are highly encouraged in order to provide the student with a complete level of learning. Assignments are due on the posted due date regardless of your attendance in class or not. 5. Late Work will not be accepted. Ample time is provide to complete the work and should be submitted via Blackboard. 				
Student Evaluation					

Assignments	Points
Online Discussion Participation	390
Weekly Quiz	260
2 Web Research Papers	200
1 Web Research PowerPoint and Virtual Presentation	100
Reflective Consolidation Paper	50
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
70 – 72	C-
60 - 69	D
60 and below	F

Course Schedule

(Note: Subject to Change)

<i>Session</i>	<i>Date(s)</i>	<i>Topics/Readings</i>	<i>Assignments Due</i>
	Before our first class	Topic readings are assigned the week starting in the date column. The quiz for the selected chapter is due the following week by 11:55 PM	<ul style="list-style-type: none"> Update your email address in Blackboard. Read the syllabus, familiarize yourself with the course shell and read the Chapters for our first night.
1	1/11 On-Line	Chapter 1 – Introduction to Computers Chapter 2 – The Internet and WWW	<ul style="list-style-type: none"> Read Assigned Chapter(s)
2	1/18 On-Line	Chapter 3 – Application Software	Due 1/18 <ul style="list-style-type: none"> Quiz – Chapter 1 & 2 Respond to the instructors questions this week and three of your colleague’s responses
3	1/25 On-Line	Chapter 4 – Components of the System Unit	Due 1/25 <ul style="list-style-type: none"> Quiz – Chapter 3 Respond to the instructors questions this week and three of your colleague’s responses
4	2/1 On-Line	Chapter 5 – Input Chapter 6 – Output	Due 2/1 <ul style="list-style-type: none"> Quiz - Chapter 4 Respond to the instructors questions this week and three of your colleague’s responses
5	2/8 On-Line	Chapter 7 – Storage	Due 2/8 <ul style="list-style-type: none"> Web Research Paper #1 Due Quiz Chapter 5 & 6 Respond to the instructors questions this week and three of your colleague’s responses
6	2/15 On-Line	Chapter 8 – Operating Systems and Utility Programs	Due 2/15 <ul style="list-style-type: none"> Quiz Chapter 7 Respond to the instructors questions this week and three of your colleague’s responses.
7	2/22 On-Line	Chapter 9 – Communications and Networks	Due 2/22 <ul style="list-style-type: none"> Quiz Chapters 8 Respond to the instructors questions this week and three of your colleague’s responses.
8	3/1 On-Line	Chapter 10 – Database Management	Due 3/1 <ul style="list-style-type: none"> Web Research Powerpoint and Presentation Due Quiz Chapters 9 Respond to the instructors questions this week and three of your colleague’s responses.
9	3/8 No Class	<ul style="list-style-type: none"> Mid-Semester Break No Class 	<ul style="list-style-type: none"> Enjoy the time off!
10	3/15 On-Line	Chapter 11 – Computer Security, Ethics and Privacy	Due 3/15 <ul style="list-style-type: none"> Quiz Chapter 10 Respond to the instructors questions this week and three of your colleague’s responses.
11	3/22 On-Line	Chapter 12 – Information Systems Development	Due 3/22 <ul style="list-style-type: none"> Quiz Chapter 11 Respond to the instructors questions this week and three of your colleague’s responses.
12	3/29 On-Line	Chapter 13 – Programming Languages and Program Development	Due 3/29 <ul style="list-style-type: none"> Quiz Chapter 12 Respond to the instructors questions this week and three of your colleague’s responses.
13	4/5 On-Line	Chapter 14 – Enterprise Computing	Due 4/5 <ul style="list-style-type: none"> Web Research Paper #2 Due Quiz Chapter 13 Respond to the instructors questions this week and three of your colleague’s responses
14	4/12	Chapter 15 – Computer Careers and	Due 4/12

	On-Line	Certifications	<ul style="list-style-type: none"> • Quiz Chapter 14 • Respond to the instructors questions this week and three of your colleague's responses.
15	4/19 On-Line	<ul style="list-style-type: none"> • Reflective Consolidation Paper is due 	Due 4/19 <ul style="list-style-type: none"> • Quiz Chapter 15 • Submit Reflective Consolidation Paper by 4/19

Description of Assignments

Online Discussion Board Participation

Students are required to respond to the (2) instructor led discussion questions and reply (3) to student responses. Please see On-Line Participation Rubric for a description of discussion board grading.

Chapter Quizzes

Each chapter will have an online quiz. Each quiz will consist of 20 questions selected at random from a pool of questions that may include true/false, multiple choice, vocabulary, essay, and short answer.

NOTE: To be most successful on the quizzes, students are encouraged to read the chapter carefully and ask questions.

Reflective Consolidation Paper

A reflective consolidation will serve as a "final examination" covering the course content. 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.*

You should do some research for background either on the Internet or in the library. You are strongly encouraged to use the Internet to do some of your research. You must include a bibliography that lists the sources. The paper is expected in APA format; those papers not in APA format will have points subtracted. Proper APA formatted in-text citations and reference page are required.

The paper should be prepared in Microsoft Word. You should be sure to use both the spelling and grammar checking functions to correct the final paper before turning it in. Points will be subtracted for mistakes in these areas.

Web Research Papers (2 papers)

Each chapter in the textbook provides a Web Research section with a variety of useful web research opportunities in the following categories: Scavenger Hunt, Search Sleuth, Social Networking, Blogs, and Ethics in Action.

Using the previously reviewed chapters, select one of the five web research opportunities, conduct the research, answer the questions and prepare a 5-page (double-spaced, approximately 2000 words) paper with the results of your research. Students are required to do additional research on the topic and use a minimum of 4 resources other than the textbook.

Two of these resources MUST come from peer-reviewed academic journals.

Visit http://www.ltu.edu/library/dblist_online_journals.asp for a list of academic journals to augment your research topic.

You must include a bibliography that lists the sources. The paper is expected in APA format; those papers not in APA format will have points subtracted. Proper APA formatted in-text citations and reference page are required. The paper should be prepared in Microsoft Word. You should be sure to use both the spelling and grammar checking functions to correct the final paper before turning it in. Points will be subtracted for mistakes in these areas.

The second Web Research paper should not be a repeat of the previous paper's Web Research category. If you choose Scavenger Hunt for the first paper, you can not use that category for the second paper.

Web Research Powerpoint and Presentation (1 Powerpoint Presentation and 1 live broadcast)

Using the Web Research section, select one of the categories, conduct the research, and summarize your findings and experiences in a Powerpoint Presentation. The presentation should be 12-15 slides in length excluding titles and APA references. Students will be scheduled a time to present their experiences LIVE using the WIMBA online classroom.

The Web Research Powerpoint Presentation can not be a repeat of the previous Web Research Paper and must come from a different category. If you choose Scavenger Hunt and Blogs for your two paper topics, your presentation must come from another category.

Online Participation Components and Requirements Rubric

On-Line Participation Rubric

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

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 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.
- Discussion forums are open for 1 week and close at the beginning of the next session.
- **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 (10 points)	<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 (5 points)	<ul style="list-style-type: none"> • Some original thoughts/some repeat of what has already been listed in the threaded discussion.
Poor (0 points)	<ul style="list-style-type: none"> • Simple agreement or affirmation

Sample Post Grading:

Responds to both discussion questions with high quality	Responds to 3 Student threads	Total Points
20	10	30
Responds to 1 discussion question with high quality	Responds to 3 Student threads	
10	10	20
Doesn't respond	Responds to 2 Student threads	
0	7	7

Written Assignments Rubric

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.

D Paper (Poor):

1. Almost complies adequately with the assignment. Information supports the thesis only some of the time. Analysis is very basic or too general.
2. Presents an undefined rhetorical position.
3. Has 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 awkwardly constructed sentences which present a constant 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 major 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 no clear 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.). Since, no references are provided; the writer relies on unsubstantiated statements. The reader is very 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.