CSC 101-006 and CSC 101-007
Introduction to Computing
Spring 2019  12:30: - 1:45  T/TH  STEM 401
Dr. David Cook  Office: STEM 312Q  468-2508  cookda@sfasu.edu

CREDIT HOURS:  3
PREREQUISITES:  2 years of high school algebra or equivalent
Credit not available for students who have taken CSC 121.
May not be taken by business majors.

GRADE REMINDER:  Must have a grade of C or better in each prerequisite course.

CATALOG DESCRIPTION
General study of computer types, capabilities, uses, and limitations. Use of operating systems and application software on a microcomputer. Use of network environments to access online resources. Introduction to problem solving using a computer.

PURPOSE OF COURSE
To acquaint students with the capabilities and limitations of different types of digital computers. To provide experience in using a microcomputer as a productivity tool. To provide practice in operating system utilization on microcomputers. To develop competencies in word processing and electronic spreadsheet utilization. To provide experience in using digital resources to locate information. To introduce students to the concept of information literacy. To introduce students to problem solving using a computer.

OFFICE HOURS:  11:00-12:00 M/T/W/Th, 12:30-1:30 M/W, and 1:45-2:45 T/Th. I am also available by appointment as needed. You should make an appointment to see me outside of office hours (make it at least 24 hours in advance), but if my office door is open, you are free to drop in. I do require appointments for Fridays, made 24 hours in advance and mutually agreed to.

EDUCATIONAL OBJECTIVES
Upon successful completion of the course, students should be able to:
1. Identify capabilities, limitations and procedures for using computer systems to solve personal, business, and educational problems.
2. Discuss the role of computers in society, business, and education.
3. Use digital resources to gather information.
4. Use a microcomputer operating system.
5. Apply concepts of word processing and document design.
6. Apply concepts of electronic spreadsheet design.

REFERENCES
- Shelly Cashman Series Microsoft Windows 10.

EXAMINATIONS: (50% of the course grade)
Matching, completion, and short answer questions should be used on examinations. Class size permitting, competency/power exams should be given at appropriate occasions. All students must take a comprehensive final.
- All examinations are comprehensive and include material not covered in the textbooks.
- There are 3 tests, each 10% of your grade, and a Final Exam, worth 20%. The 3rd test may be a take-home Excel exercise.
- All test dates will be announced at least two weeks in advance.
- There are no exemptions for the final examination. It is 10:30 – 12:20 Thursday May 16th.
- Failure to take the final results in a failing grade in the course.

ASSIGNMENTS: (40% of course grade. You must turn in half of the assignments to pass, and all of them to be eligible for an “A”). The assignments consist of homework, projects, Word, Excel, PPT and HTML assignments, quizzes and in-class exercises. Unannounced quizzes will be given. ALL assignments must be turned in on D2L – no exceptions. Not on D2L? Not graded!
ATTENDANCE AND PARTICIPATION (10% of your grade).
While attendance is not mandatory, participation in the class is. Extremely poor attendance and/or lack of any class participation can result in the lowering of your grade by a letter. Much of the material I teach is not in the book – I expect you to read the book on your own. I expect you to study for each class, and be ready with appropriate questions.

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Network Environments .................................................................3
- Data communication principles and equipment
- Using local and wide area networks
- Using e-mail
- Accessing digital resources
- Downloading information from the Internet

Microcomputer Operating Systems .........................................................6
- System startup (boot) process
- Graphical environment
- Command line environment
- File types, names, and path information
- File management
- Disk organization
- Executing application software
- Utility programs

Word Processing ............................................................................10
- Word processing environment and help utilities
- Designing and organizing a document
- Saving and opening a document
- Printing a document
- Cursor movement in the document
- Creating and editing text
- Formatting text
- Formatting the document
- Language tools
- Special tools
- Columns and tables
- Graphics objects
- Document enhancement features

Electronic spreadsheets .....................................................................9
- Spreadsheet environment and help utilities
- Designing and organizing a spreadsheet
- Saving and opening a spreadsheet
- Printing a spreadsheet
- Viewing the spreadsheet
- Cursor movement in a spreadsheet
- Formatting text and values in rows, columns and cells
- Formatting the spreadsheet
- Types of cell content (value, label)
- Generalizing solutions using formulas and functions
- Cell addressing (relative, absolute, mixed)
- Displaying graphs
- Special tools
Web Page Development

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Independent Study of Other Computer Applications

Exams (plus a comprehensive final)

TOTAL

45

GRADING POLICY:

My grading policy is the standard 90% cutoff for an A, 80% for a B, etc. Grades below 60 will receive an F. I will not raise the cutoffs. I reserve the right to lower the cutoffs by curving the grades – but the 90/80/70/60 cutoffs will never be raised.

NOTE:

You may be given assignments due the last five days of the semester (dead week).

Syllabus Addendum, Spring 2019

Program Learning Outcomes:

Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. Additional information about program learning outcomes may be found online at the Dept of Computer Science web site.

General Student Policies:

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Note that if caught copying programs – the minimum grade you will get on the assignment will be 0 (this includes the originator and the copier). I reserve the right to give a negative grade equal to the total number of points in the assignment. Refer to http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades Semester Grading Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Electronic Devices:

I encourage the use of electronic devices such as tablets, computers, etc. to facilitate your learning. Most of my slides will be posted on D2L prior to class – you are encouraged to download and bring them with you. Note that computers, tablets, phones, etc. are to be used to support learning in my class – not for social media updating, web browsing, texting, doing homework for other classes, etc. If it becomes obvious that you are not using your electronic devices properly and disrupting the learning of other students, I will ask you to stop. After the second warning, I will ask you to leave the class. Note that all devices must be powered off, placed in a backpack or purse, and may not be used during tests. I have had problems with students using the class computers to browse the internet and to perform tasks not related to the class. If this remains a problem – I will ask that that all classroom computers be powered off and the screens turned facing me.
Spring 2019
Hints to help you pass the class
(not an official part of the syllabus)

CSC 101 is a hands-on class – not a theory class. It requires you to demonstrate (via 8+/3 assignments) that you are able to apply the material actually, I would take 15 hours if you could, which would include forgot stress glasses you only need 28 hours to graduate, this is over half of them out-of-the-way. In addition, each test will also require you to write a program. \n
Many students underestimate the amount of time it takes to do assignment. My assignments are almost always due at 10 PM, typically on a Tuesday or Thursday. Waiting until 6 PM to start the assignment is not the way to pass this course. Most students who wait until the last minute inevitably have an error that they cannot quickly resolve – and while I try to reply to email in a timely manner, the evenings an assignment is due tend to be “heavy email” times. I cannot easily debug your assignment via email. Writing HTML or Excel is NOT like writing a report – it’s hard to estimate the time to complete, and it’s impossible to say, “This will only take me 4 hours”. Students learn this every semester. I try not to laugh. Late assignments are worth – at most – 50%. That’s only if they are perfect and within 24 hours. Applying the material is a skill – practice makes it easier and easier. If you don’t do the assignments – you’ll have trouble on the tests.

My office is not a place to write your assignment – I will help you debug, find errors, walk you through the logic, and give you all the advice I can. However, every semester several students want to come in and write their assignment with me watching. Once we fix or work out your specific problem, I’ll ask you to go work on it elsewhere. If you have a later problem – come on back to see me again. This lets me assist other students in a timely manner. If you need to come back and see me 10 times in a day – that’s OK! Come to find out, I’m a nice person, and will not humiliate you. I make errors when I work – everybody does. Nothing to be ashamed of.

As mentioned in the syllabus – you need to complete half of the assignment to pass, and turn in all to be eligible for an “A”. My grader clearly leaves your program grades (and comments) on D2L – you can always check your status. If you suddenly realize during the last week of the semester that you don’t have half of the programs completed – there is not much I can do.

You need to come to class – because I hit the “high points” and explain the complex topics during class. I will write many small assignments during class, using them to explain topics. While I usually either pass out (or put on D2L) copies of the assignments and class examples – seeing me prepare the assignments and fix errors will help you understand how to fix your own errors. While attendance is not required, I DO take attendance every day. If you are having problems with a topic – and my attendance roster shows that you missed class that day – be aware that I do not reteach a lecture unless you have a valid medical excuse.

I cannot stress this enough – you need to come to class if you want a good grade. I try to make the class interesting and enjoyable. I also try to help any student who needs help. I cover material in class that you cannot easily get by reading the book. If you are having problems – please do not wait to come talk to me. Every topic in the class builds on previous topics. If you are having problems – the longer you wait, the further behind you will fall. Some of you have had this class before – and will feel the urge to skip because “You’ve seen it before.” This typically leads to “Well, I got the same grade I did before”. If you skip class and read the book, you might be able to get a “C”, at best. Skip class and don’t bother to read the book? You might be able to get a “D”, but not likely.

Missing a test is guaranteed to harm your grade. Each test is comprehensive and counts anywhere from 12% to 20% of your grade. Missing one will drop your grade a minimum of a letter. Missing the final guarantees an “F”. You must have a valid excuse (cleared through Student Services) before I can let you retake a test. Missed tests require some type of documented excuse or prior approval.

It’s easier to write the assignments that to copy and try to hide that you copied. Seriously – my grader and I can spot a copied assignment in about 10 seconds. I read EVERY assignment. And I’ve got 45 years’ experience.

Want to do well in the class?
- Come to class,
- pay attention,
- do the assignments,
- and show up for the tests,
- That’s it!

Pretty simple, really, isn’t it?