

Late-Start Accelerated Course Syllabus

CSCI 1100/1150 – Using Information Technology

**Semester**: Fall, **Year**: 2024

**1100 (Lecture) Sections**: 920

We, the Using Information Technology leadership, reserve the right to change this syllabus and/or course at any time for any reason.

Welcome to Using Information Technology! Please carefully review this document.

# Course Information

## Course Description

Navigate the digital age confidently and creatively in our course, designed to arm you with essential tech skills to make you an informed and enlightened digital citizen. By the end, you'll know how to participate safely and ethically online, evaluate information sources, create tech solutions for real-world problems, and communicate effectively about digital technologies. Dive into Digital Literacy, Programming, Data Literacy, Cyber Security, and more, including AI and Emerging Technologies, to boost productivity and innovation. This course offers a concise yet thorough exploration of today's digital landscape, preparing you for a future where technology is in constant evolution.

## Learning Outcomes

* Engage securely and responsibly in digital communities, demonstrating an understanding of digital citizenship principles, including ethical behavior, digital rights, privacy, and online safety, along with the ability to navigate and contribute to the digital world ethically and effectively.
* Assess information sources critically for credibility, ethical use, and security risks, using data literacy skills to make informed decisions.
* Design and implement a technology-based solution to solve a real-world problem using appropriate computing principles and other relevant disciplines.
* Communicate effectively on general topics related to computing technology and the digital landscape.
* Apply modern software tools and platforms to streamline workflows, enhance collaboration, and drive innovation in digital solutions.
* Explore and use Artificial Intelligence and other Emerging Technologies to enhance productivity.

## Major Topics

|  |  |
| --- | --- |
| * Digital Literacy * Tech Product Literacy * Introduction to Programming * Data Literacy * Cyber Security and Privacy * Web Literacy * The Connected World (Networking) * Digital Content Creation and Usage * Digital Citizenship * AI and Machine Learning * Emerging Technologies | **Email with solid fill Email Correspondence**   * ALL email correspondence related to CSCI 1100/1150 should be sent to [**csci1100@etsu.edu**](mailto:csci1100@etsu.edu). (questions, comments, feedback, etc.) * Please refrain from emailing the instructors and graduate assistants directly. * Provide your lecture or lab **section number** (920). * Subject example: CSCI-1150-920 - Data lab question |

## Class Format

CSCI-1100-920 is fully asynchronous, meaning there will be no official class meetings, however, weekly lecture videos will be posted. These virtual lectures will be your starting point for each major course topic, exposing you to the key concepts and terms to prepare you for that topic’s quiz.

CSCI 1150 is the lab component of CSCI 1100. Both CSCI 1100 and CSCI 1150 must be taken together.

### Succeeding in the Accelerated Async Online Class Format

The asynchronous format is fast-paced and assumes you are proficient in navigating and using Web-based content. Given the accelerated pace and the lack of face-to-face meetings, you will need to carefully read and adhere to the policies in this document to stay on track with the content.

* We do not have any scheduled class meetings.
* You are responsible to independently engage with the course materials, adhere to the schedule shared in D2L, and complete all assignments as specified.

## Instructors

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| --- | --- |
| **Dr. Chelsie Dubay** | **Director of Instructional Design & Assistant Professor**  College of Business and Technology |
| **Dr. Mike Lehrfeld** | **Associate Professor & Chief Information Security Officer**  College of Business and Technology |
| **Mr. Ryan Haas** | **Assistant Director of Using Information Technology & Lecturer**  College of Business and Technology |
| **Mr. Jacob Gillenwater** | **Lecturer**  College of Business and Technology |

# Course Materials

## Textbooks and Readings

There are no required textbooks for this course. If a textbook is required, we will use free, open-source collaborations to reduce the burden on students. Materials will be provided throughout the semester through D2L.

## Technology Resources

You will need consistent and reliable access to the Internet and a personal Windows 10/11 or Mac computer where you can access and/or install the following:

* **micro:bit** may be used for learning programming and electronics through practical, hands-on projects. micro:bit is a Web-based tool that does not require installation.

<https://microbit.org/>

* **Microsoft Office** may be used for writing documentation, processing data, or presenting findings.

<https://www.etsu.edu/365/benefits.php>

Other software may be used to support topics. All software will be free and widely available, but an internet connection will be required. The software will help with the major topics, giving hands-on tools to complement understanding of each topic.

# Course Expectations

## Expectations from the Instructor

* Share pre-recorded lectures or lesson content in a timely manner.
* Be attentive to students and their questions.
* Be available to answer questions and provide help related to the course.
* Make a genuine effort to help students achieve course objectives.
* Devote considerable time and effort to the course.

## Expectations from Students

* Regularly check and use the D2L course sites for CSCI 1100 and CSCI 1150.
* Be attentive and participate in class activities.
* Complete assignments on time ([see schedule](https://etsu365-my.sharepoint.com/:x:/g/personal/dubayc_etsu_edu/Eee_ijv9bkVCol3zZJugJAEBqhrMpEblLPtdSQpiQX4BJQ?e=eQ8bi0)).
* Meet the course objectives sincerely.
* Devote considerable time and effort to the course, including spending 2-3 hours outside class for every hour watching lectures and reviewing lecture resources.

## Encouraged Student Behaviors

* Ask appropriate questions when unclear about course content.
* Participate actively in class discussions and activities.
* Understand that peers can also be a source of learning alongside the instructor.

# Course Format and Evaluation Policies

## Course Format

CSCI 1100 should be paired with CSCI 1150. Students will take CSCI 1100 and CSCI 1150 in the same semester in which CSCI 1100 will be the lecture portion of the course, and CSCI 1150 will be the lab portion of the course.

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| --- | --- |
| **CSCI 1100 Lecture Delivery** | **CSCI 1150 Lab Delivery** |
| **Asynchronous Online Lecture Delivery** – This modality does NOT require the students and instructors to attend class at a prescribed time. Instead, the course materials are delivered via the D2L Brightspace learning management system via prerecorded lecture videos, interactive activities, and a variety of other media. | **Asynchronous Online Lab Delivery** – This modality does NOT require the students and instructors to attend class at a prescribed time. Instead, the lab materials are delivered via the D2L Brightspace learning management system via lab instruction documents and other supplemental links and media. |

Course materials and assignments will be available through the course website: <https://elearn.etsu.edu>.You should check this site **daily** for updates and announcements. A tentative course schedule is provided separately in D2L and may change throughout the semester to allow extra time for concepts or accommodate university scheduling.

## Evaluation Policies

### Personal Learning Labs (10 per semester)

Personal learning labs aren't just any assignments; they're unique assignments customized to match what you're studying and what sparks your curiosity. Whether you're diving into how to protect online privacy, creating your own website, understanding the magic behind AI, or exploring how computers talk to each other across the globe, these labs are here to make learning these complex topics easier and more fun. Personal learning labs offer you choices that help you become a pro in navigating the digital world, no matter what your major is. It's all about giving you the tools and space to explore, create, and learn in a way that's tailored just for you.

During most weeks of this accelerated course section, you will work on two personal learning labs that each correspond to the same week’s lecture topic (see [course schedule](https://etsu365-my.sharepoint.com/:x:/g/personal/dubayc_etsu_edu/Eee_ijv9bkVCol3zZJugJAEBqhrMpEblLPtdSQpiQX4BJQ?e=fmdCqN)). In working on lab exercises, you can consult your course materials, discuss with a classmate, talk to your instructor/graduate assistant, use the Center for Academic Achievement, or get assistance, however, the end result must reflect your own effort. You should complete all assignments individually and without generative AI unless otherwise specified.

If assistance is received to complete the assignment, credit must be attributed on the deliverable in the following format:

**Resource**: <Person’s name, position> or <Website link>

**Assistance Received**: < A statement of the assistance you received.>

**Individual Contribution**: <What you, as the individual completing the assignment, did with the help received to ensure the integrity of the work submitted>

For students enrolled in the **on-site lab sections**, the goal is to complete lab work the scheduled lab session. If you do not complete the lab work during class, you may continue working asynchronously to present your completed lab work to your instructor during the next lab session. Note: Your instructor may not accept the previous week’s lab submission if you did not attend that week’s lab session.

For students enrolled in **online lab sections**, note that all **lab work should be completed by the common weekly deadline for Lab, Quiz, and Exit Ticket assignments (Sundays, 11:59 EDT).**

### Quizzes (10 per semester)

Weekly quizzes will cover topics we discuss in our weekly lesson materials (e.g., videos, lesson slide sets, or notes). You will be allowed two attempts per quiz (some questions will change) to help you master the material. If you use both attempts, your quiz grade will be the higher of your two attempts.

Quizzes will be given on D2L, consisting of multiple-choice, true/false, fill-in-the-blank, and matching questions. **Quizzes should be completed by the common weekly deadline for Lab, Quiz, and Exit Ticket assignments (Sundays, 11:59 PM EDT).**

### Exit Ticket (10 per semester)

An Exit Ticket is used for you to reflect on your understanding of a major topic **AFTER** you have reviewed the topic’s weekly lesson materials (e.g., videos, slide sets, or notes) and to gauge whether you enjoyed the material.

Your feedback helps the instructors and lab facilitators gauge how well the class understood the material and lets you reflect on your learning to ensure you are on the right track!

**Your Exit Ticket will be found at the bottom of your modules in your CSCI-1100-001 D2L site. It should be completed by the common weekly deadline for Lab, Quiz, and Exit Ticket assignments (Sundays, 11:59 PM EDT).**

***\* Please wait for us to share each topic’s lesson materials before attempting Quizzes and Exit Tickets so you can review them in preparation.***

### Digital Citizenship Audit

Your Digital Citizenship Audit (DCA) will be a culmination of the various literacies you’ve acquired or grown throughout the semester. The project requires you to perform a comprehensive digital citizenship audit on yourself, allowing you to reflect on your ability to participate fully in your communities and to make smart choices online and offline.

The goal is to reflect on and assess your own digital behaviors, practices, and presence using the literacy competencies you’ve acquired throughout the course. This audit will help you gauge your ability to act as enlightened digital citizens and identify areas for improvement.

### Format and Delivery

This assignment's format and delivery can be in any format: written work, a graphical representation, a video presentation, or any other format that you prefer. We require no minimum length, but it is expected that the submissions be thoughtful and thorough.

The following areas should be represented in your audit:

**Part 1: Literacy Evaluations:**

* Information Literacy: Evaluate your ability to find, evaluate, and use information online. Provide examples of how you verify the credibility of online sources and avoid misinformation.
* Communication and Collaboration: Analyze how you communicate and collaborate in digital spaces. Consider your use of appropriate digital tools, tone, and etiquette in online interactions.
* Privacy and Security: Assess your understanding and practices related to digital privacy and security. Discuss how you protect your personal information and manage your digital footprint.
* Digital Etiquette: Reflect on your adherence to digital etiquette. How do you ensure respectful and constructive communication in online environments?
* Critical Thinking and Problem-Solving: Examine how you apply critical thinking skills to navigate digital challenges. Discuss instances where you've had to solve problems or make decisions in a digital context.
* Cultural and Social Understanding: Reflect on your awareness and sensitivity to diverse perspectives and cultures in digital spaces. How do you ensure inclusivity and respect in your digital interactions?

**Part 2: Audit Findings and Reflection:**

* Strengths: Identify and discuss areas where you excel as a digital citizen. Provide specific examples that demonstrate your strengths in the competencies outlined above.
* Areas for Improvement: Highlight areas where you need to improve. Discuss any gaps or weaknesses in your digital literacy skills and how these might affect your ability to be a responsible digital citizen.
* Action Plan: Develop a plan to enhance your digital citizenship. Outline specific steps you will take to address the areas for improvement identified in your audit. Consider setting short-term and long-term goals, as well as strategies to achieve them.

**The Cumulative Experience Project cannot be made up or submitted late.**

## Final Grade

The final grade in the course is based on the following breakdown:

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| --- | --- |
| Item | Points Possible |
| Personal Learning Labs (10) | 10 points each, 100 points total |
| Quizzes (10) | 10 points each, 100 points total |
| Exit Tickets (10) | 10 points each, 100 points total |
| Digital Citizenship Audit (1) | 300 points total |
| Total | **600 points** |

The course will use the following grading distribution:

|  |  |  |
| --- | --- | --- |
| Letter Grade | Point Range | Percentage Range |
| A+ | 582 - 600 points | 97% - 100% |
| A | 558 - 581 points | 93% - 96.99% |
| A- | 540 - 557 points | 90% - 92.99% |
| B+ | 522 - 539 points | 87% - 89.99% |
| B | 498 - 521 points | 83% - 86.99% |
| B- | 480 - 497 points | 80% - 82.99% |
| C+ | 462 - 479 points | 77% - 79.99% |
| C | 438 - 461 points | 73% - 76.99% |
| C- | 420 - 437 points | 70% - 72.99% |
| D+ | 402 - 419 points | 67% - 69.99% |
| D | 378 - 401 points | 63% - 66.99% |
| D- | 360 - 377 points | 60% - 62.99% |
| F | 0 - 359 points | 0% - 59.99% |

All grades will be entered and available in your lab section (CSCI 1150) on D2L. Please **check your grade often** to ensure that you are on track for successful course completion.

# Course Policies

## Participation

While participation is not directly part of your final grade in this course, you should regularly access your CSCI 1100 and CSCI 1150 D2L sites, engage with the materials provided to you, and complete assignments. To ensure your success in this course, we recommend the following participation strategies:

* Ask questions, be curious, be positive, be supportive.
* Access each piece of content in the course. Content includes documents we’ve posted, videos we’ve posted, links we’ve shared, and anything else posted to the D2L course website.

Please note that it is **tough** to catch up in any course once you have fallen behind, and the course materials are essential since they form the foundation of your computing knowledge. Please do everything you can to attend class.

When you do have to be absent, **you are still responsible** for material, assignments, finding out what you missed, making sure that any work due that day gets to the instructor, and getting any assignments or materials handed out during your absence so that you can prepare for the next class.

## Late Work and Make-Up Work

As our Evaluation Policy outlines, we typically expect all assignments to be submitted on time. However, we recognize that life can be unpredictable, and there are times when extraordinary circumstances beyond your control may prevent you from meeting deadlines. If you face such extenuating circumstances, we encourage you to contact us as soon as possible—preferably before the assignment's due date. Let's explore a few examples to illustrate what may qualify as extenuating circumstances:

1. **Medical Emergencies or Illness:** This would be deemed an extenuating circumstance if you suffer a severe illness or injury requiring hospitalization or substantial recovery time. For instance, if you are involved in an accident and need surgery, thus overlapping with assignment deadlines, promptly reach out with documentation, like a medical certificate. We will work together to adjust your deadlines accordingly.
2. **Family Emergencies:** Situations such as a close family member's sudden death or severe illness necessitating your immediate attention and presence also qualify. If you must travel unexpectedly due to a family emergency, causing you to miss classes and deadlines, please explain your situation, and we will arrange for extensions on your assignments.
3. **Natural Disasters:** If natural disasters disrupt your ability to complete assignments, this is considered beyond your control. If such disasters affect your living conditions or access to utilities, communicate your circumstances to us. Once things stabilize, we will provide you with the necessary time extension to submit your work.
4. **Unforeseen Mental Health Challenges:** If you encounter significant mental health concerns diagnosed by a professional affecting your academic performance, this, too, is recognized as an extenuating circumstance. Should you find yourself struggling with mental health challenges, please consult with a professional and inform us. We can discuss a modified submission timeline with appropriate documentation and offer additional support where possible. Learn more about the BucsCARE services at <https://www.etsu.edu/bucscare/default.php>.

In all these scenarios, the most crucial steps are to communicate your situation to us early, provide any necessary documentation, and work together to develop a plan that allows you to complete your assignments within a revised timeframe. We aim to support you through these challenges while ensuring your academic progress.

We will provide two lab meetings for making up missed lab assignments. Use these two sessions to catch up on any assignments that you’ve missed. Late work submitted outside of these windows will not be accepted. Please see the course schedule for these makeup sessions.

Exit Tickets cannot be submitted late. Likewise, quizzes cannot be submitted late. We will drop your 2 lowest grades for each of these categories.

## Email

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| **Note that ALL email correspondence should be sent to** [**csci110@etsu.edu**](mailto:csci110@etsu.edu)**. Please refrain from emailing the instructors and graduate assistants directly.**  **Instead, use the** [**csci1100@etsu.edu**](mailto:csci1100@etsu.edu) **for all communication (questions, comments, feedback, etc.) related to CSCI 1100/1150.** |

Your ETSU email is how you communicate with us outside of class and during office hours. **Please allow up to 48 hours for a response.** We will likely respond well before then, but we will always respond within 48 hours. We did not get your email if you do not receive a response within 48 hours. Please let us know. If you have questions about an assignment, send an email. However, **questions sent less than 12 hours before the deadline will not receive a response**. It is your responsibility to make sure assignments are submitted on time. Waiting for us to respond to an email within 48 hours of the assignment's due date will not excuse a late assignment.

Please follow the following guidelines when emailing us to ensure we can respond to you most efficiently:

* Always include an **informative subject line** that includes the course number and section, followed by a brief explanation of the concern, e.g.,
  + CSCI-1150-XXX – Questions About Lab 3 Grade
  + CSCI-1150-XXX – Scheduling Office Hours with You
    - where “XXX” is your section number, e.g., 001, 002, 201, 901, etc.
* If you are emailing regarding needing help on an assignment, do your best to include the following:
  + An explanation of what the problem you are having is.
  + An explanation of what you have tried so far and the outcomes of those trials.
  + Screenshots of the relevant work and/or a copy of your zipped work, noting where the issue is in the work.
* If you are emailing regarding scheduling a meeting with one of the instructors or graduate assistants, do your best to include the following:
  + What would you like to cover during the meeting?
  + Your preference for meeting in person or via Zoom.
  + A list of dates and times you are available for the meeting.
    - Please email a request to meet at least 48 hours before the time you suggest we meet. More than likely, if you email us an hour before the intended meeting time, we won’t be able to figure out the details in time.

## Grade Appeals

As a student, it is your right to appeal a grade that you feel is unjust or incorrect. You may appeal an assignment grade or the final grade in the course. In either instance, this appeal should be made in writing to the faculty instructors within 3-weeks of receiving the grade. This appeal should contain the following:

* Written justification for the appeal.
* Any evidence to support the appeal.
* A proposed resolution.

The instructors of the course will meet to discuss the appeal and provide a response within one week. Note that submitting an appeal does not guarantee a grade change. If the result of the appeal is not satisfactory, you can appeal to the department chair.

## Academic Honesty and Misconduct

### Academic Integrity Policy

You are expected to abide by the ETSU Honor Code and act with honor, integrity, and civility. The course instructor has the primary responsibility for the maintenance of academic integrity. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the course instructor. Any form of academic misconduct (plagiarism, cheating, etc.) is subject to disciplinary action. Sanctions for a violation may vary with the severity of the offense. The instructor may reduce a grade up to and including the assignment of an “F” or a zero (“0”) for the exercise/examination or an “F” in the course. If a sanction is imposed, the instructor must begin the academic misconduct procedures and notify the student and the Dean/Designee. Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary or grade appeals process, through the University’s Academic Misconduct Procedures. The student will not be subjected to any form of pressure to coerce admission of guilt or information about his/her conduct or that of others.

Detailed information regarding the procedures supporting the academic honesty and honor code policies can be found at <https://www.etsu.edu/policies/student/aca.integrity.misconduct.php>.

### Plagiarism

Plagiarism is the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution. Henry Campbell Black defines plagiarism as “The act of appropriating the literary composition of another, or parts of passages of his writing, or the ideas or language of the same, and passing them off as the product of one’s own mind” (Black’s Law Dictionary, West Publishing Company, St. Paul, Minnesota, 1968, p. 1308). In other words, plagiarism involves using someone else’s words or ideas without giving proper credit to the original author. Even if one does not copy the words exactly or even if one copies only a tiny part of someone else’s work, one must cite the name of the original author and provide a reference to that person’s work (e.g., title of work, year of publication, and name of publisher) using a format based on the publication manual of a nationally recognized scholarly association, such as the American Psychological Association or the Modern Language Association. These standards apply to print and non-print media, including the Internet. This may include self-plagiarism or the student recycling their previous work for submission in another assignment without the student gaining express written and advanced approval from the instructor to re-use/re-appropriate their work.

### Academic Integrity in This Course

All work **must** be your **own**. This applies to quizzes, exit tickets, lab exercises, and the final project. Although learning from outside sources such as the web is encouraged to understand a topic better, plagiarism is not permitted in this class **and is considered academic misconduct**.

### A.I. Policy

The goal of this course is to grow your own literacies related to computing and technology concepts and topics. Artificial Intelligence will be one of the topics we explore. However, using a generative AI platform to complete your assignments is considered a violation of the honor code. Further, this practice only cheats yourself. **You are capable of completing this work**. We want to encourage you to grow in your competency and familiarity with these topics. You may use various AI platforms as a copilot or tutor, but never submit AI-generated work as your own.

# Other Resources

## Disability Services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University’s commitment to equal educational access. Any student with a disability who needs accommodations, for example, arrangements for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to you through Disability Services in the D.P. Culp Center, Suite 390, telephone 423-439-8346.

Visit the Disability Services webpage for more information at <https://www.etsu.edu/students/ds/>

## Academic Support and Mental Health Services

The BucsCARE website is meant to be a resource for students and student referrals. BucsCARE includes the most referenced offices and campus resources in various categories. This page includes a link to ETSU’s “Need Help ?” site, which comprehensively lists other resources by topic area.

Learn more about the BucsCARE services at <https://www.etsu.edu/bucscare/default.php>.

## Library Resources

The Sherrod Library extends access and services to all currently enrolled ETSU students. These services include traditional library patronage via Research and Instructional Services, Technology, and Content Services.

Learn more about the Sherrod Library by visiting [https://libraries.etsu.edu](https://libraries.etsu.edu/home).

## Lending Technology and Personal Librarian Programs

With many in our region lacking internet services and/or access to a computer, the ETSU Libraries, Dean of Students, Information Technology Services (ITS), and Student Life and Enrollment (SLE) began a collaboration to solve this enormous problem many of our students faced in completing course work and the possibility of dropping out. <https://libraries.etsu.edu/tech/ltp>

## ITS Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](http://www.etsu.edu/helpdesk/), call, email, or stop in to see them on the first floor of the Sherrod Library. (423) 439-4648 [itshelp@etsu.edu](mailto:itshelp@etsu.edu)

## Desire2Learn (D2L) Online Help

The D2L Help Student Home has many answers to D2L-related questions. Additionally, this [link](https://www.etsu.edu/d2l/students/atoz.php) has a knowledge base explaining essential D2L components and their use. If you still have trouble finding what you need, contact the Help Desk.

## Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are **free** for you through the University’s Office 365 campus agreement. For instructions on obtaining the software, see the [Office 365 page of the ITS Help Desk website](https://www.etsu.edu/365/).

## Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to ETSU students and faculty. This tool compares student-written work against a comprehensive database of other work and various internet sources. Faculty may employ this service for some or all written assignments to help you learn to cite sources accurately and ensure academic integrity. Learn more on the [Turnitin home page](https://www.etsu.edu/helpdesk/teaching/turnitin-plagiarism-detection.php).

## ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](https://www.etsu.edu/onlinehelp/student_help/tech_resources.php).

# Disclaimers

## Syllabus Changes

The instructor reserves the right to make changes to this syllabus as necessary. If changes are necessitated during the course term, the instructor will immediately notify you by email and on the course site, posting both the notification and the nature of the change (s).

## Schedule Changes

The instructor reserves the right to change the course schedule as necessary. If changes are necessitated during the course's term, the instructor will immediately notify you by posting both the notification and the nature of the change(s) on the course site.