

CPMA 3301, D01 Early Fall 2025 TTU Online Course Syllabus

Fundamentals of Computing Applications

Instructor Name: *Mr. Greg Gamel*

Office Hours: *By appointment via Zoom (make an appointment using your TTU email.)*

Location: *online*

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Canvas Website: texastech.instructure.com

Course Description:

This course introduces and explores fundamental concepts of computing applications, current and emerging practices, theories, technologies, and related environments, fields, and professions.

Course Learning Outcomes:

Upon completion of this course, the student should be able to:

- 1. Analyze current and emerging trends in computing applications, identifying their potential impact on various industries and professions.*
- 2. Apply fundamental computing concepts to solve basic problems in diverse application areas.*
- 3. Evaluate the appropriateness of different computing technologies for specific use cases and environments.*
- 4. Demonstrate proficiency in using essential tools and platforms common across various computing applications.*
- 5. Articulate the relationships between different fields within computing applications, including their shared principles and unique characteristics.*

Methods for Assessing Learning Outcomes:

The student learning outcomes of this course will be assessed through:

- **Online Discussions**
- **Exercises**
- **Assignments**
- **Projects**

Overview of Assignments and Grades		%
Online Discussions x 7 (Student Intros + 6)		20%
Exercises x 8		10%
Assignments x 4		20%
Project 01: Personal Introduction Webpage		10%
Project 02: Professional Project Repository		15%
Project 03: Full Project Proposal		25%
Total:		100%

Online Discussion Questions: The Online Discussion component of this course is comprised of Discussion Questions and is a critical component of this class.

After you have answered the initial Discussion question, you need to post at least two substantive replies to your classmates. You are expected to be an active participant in the online discussion forum. If you wait until the last minute to post, you are not allowing for any discussion, simply posting your thoughts. Thus, **your initial postings are due by 11:59 p.m. Central Time on Wednesday, and your replies to classmates are due by Sunday.** All discussions must be posted before midnight on the due date.

I expect that you will reference course material in your discussion postings, i.e., readings, lectures, other material. A grading rubric for DBs has been provided for you in Canvas. You can preview the rubric and know exactly how DBs will be graded.

Online Discussion Will Be Graded as Follows:

Responses to Main DQs should:	Responses to classmates' postings should:
<ul style="list-style-type: none"> • Have a title with this format: "Week X DQ, Name". • Be made in a timely fashion to allow other students' sufficient time to respond. • Include accurate information and be on topic. • Be thoughtful, organized, and analyze the information and/or question. • Provide connections to info from the textbook, real life situations, outside academic sources, etc. • Utilize appropriate language, grammar, and spelling. • Include APA style citations 	<ul style="list-style-type: none"> • Include at least 2 response to classmates. • Provide constructive commentary and feedback. • Add to the overall value of the discussion * Simply posting a statement like "I thought you did a good job" or "I agree" will not count * • Utilize appropriate language, grammar, and spelling.

Exercises: There are weekly exercises assigned in this course. These exercises are small assessments designed to reinforce a week's content through practice and brief activities. Exercises are graded as either pass or fail and are each worth 20 points. Note that not all weeks in the semester will feature exercises. Each exercise will have different requirements. The one shared requirement is to engage with the week's content and complete at least 70% of the output as instructed by the exercise. Doing so will result in receiving a pass (100%).

Assignments: There are four assignments in this course. Assignments are moderate-scope assessments that integrate concepts from one or more weeks. You will be instructed to apply tools, technologies, and methodologies to solve practical problems or complete tasks that demonstrate a deeper understanding than exercises.

Project 01: Personal Introduction Webpage: Project 01 serves as a practical introduction to the project lifecycle, requiring students to apply project scoping principles to define and then construct a single-page website using semantic HTML. This assessment focuses on the connection between foundational project management documentation and a tangible technical output.

Project 02: Professional Project Repository: The midterm project, Project 02, assesses a student's ability to utilize modern collaborative tools by requiring the creation of a professional, version-controlled GitHub repository to house and publish their personal webpage to a live, public URL. This project evaluates the student's proficiency in the fundamental workflow of managing and delivering a digital product.

Project 03: Full Project Proposal: The final project, Project 03, is a comprehensive, summative assessment that requires students to synthesize all course concepts by managing a new website project from conception to completion. Students will produce a complete project proposal, including all scoping, planning, and retrospective documentation, alongside a functional two-page website prototype, all delivered within a single, professional GitHub repository.

Grade determination & Grading Scale:

Grading Scale

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Required textbooks, readings, course packets, or other materials:

There is one required text for the course. Supplemental materials will be posted to Canvas.

Kogon, K., Blakemore, S. (2024). *Project Management for the Unofficial Project Manager (Updated and Revised Edition)*. United States: BenBella Books. ISBN# 9781637740507

Course Schedule:

Please refer to Course Summary in the Syllabus section of your Canvas Course

Attendance/Participation Policy:

Online Attendance: Students are expected to attend class. "Attendance" for an online class is different than for a face-to-face class. In an online environment, we are interested in knowing that you are logging in to the course and progressing through the course content, as scheduled, during the semester. Because so much of online work is self-regulated, it is important that you log in and work through the course consistently. Attendance will be taken at various times using our Raider Success Hub.

University Approved Trips: The Texas Tech University catalog states that the person responsible for a student missing class due to a trip should notify the professor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Illness and Death Notification: The Dean of Students Office is responsible for notifying the campus community of student illnesses, immediate family deaths, and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student's responsibility for missed class assignments and/or course work during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterward. The notification from the Dean of Students Office does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Whether an absence is excused or unexcused is determined solely by the instructor except for absences due to religious observance and officially approved trips described above.

Always document any absences when they occur. In the event of a student's absence because of an approved university event, documentation from an authorized university official will be required. * Notice is to be given to the instructor prior to the scheduled absence. A physician's note will be required for a student's hospitalization. For the death

of a family member, an obituary announcement will also be required. Students will be responsible for missed work upon return to class.

Course/Instructor Policies:

Late Assignment Policy: Late Assignment Policy: Please note that it is the students' responsibility to plan to submit assignments, discussion postings, and quizzes on time. If you are traveling, etc. and are unsure of your access to the internet, it is strongly recommended that you plan and submit assignments and take quizzes early. Additionally, you will need to ensure that your technology (i.e., Computer/Software) is working properly. The key is this: internet access is required for this course, if you are unsure of your potential access submit early!

All assignments are considered late if they are not submitted by 11:59 PM CST on the day they are due. 10% will be deducted for any assignment that is up to one week late. **Assignments will not be accepted after one week past the original due date, except with instructor permission.** Instructor permission will be granted at the instructor's discretion only for extraordinary circumstances.

Artificial Intelligence Policy for our Department

The below information has been provided by Amy Benoit-Warlick (abenoitw@ttu.edu), with her permission. A paper generated from an AI source will receive a zero. I want to hear your authentic voice and understand your critical thought. You can use AI as a learning tool, but not a shortcut.

1. Appropriate Uses

Assignment Understanding

- Having AI break down complex prompts into clear components
- Asking for clarification on terms or concepts
- Getting feedback on draft work
- Using AI to point out weak areas needing improvement
- Asking for suggestions on structure and organization

Learning Support

- Asking for explanations of difficult concepts
- Getting example approaches (while writing your own original work)
- Practicing with sample problems

2. Guidelines for Ethical Use

- Always disclose AI use to instructors if required
- Use AI as a learning tool, not a shortcut

- Write original content first, then seek feedback
- Verify any factual claims or citations
- Maintain academic integrity by doing your own thinking
- Use AI to enhance your understanding, not replace it

3. **Best Practices**

- Use AI to brainstorm ideas and outline approaches
- Ask for constructive criticism on your work
- Have AI explain concepts in different ways
- Use it to check your understanding
- Practice skills with AI-generated examples
- Keep documentation of how AI was used

4. **Benefits When Used Properly**

- Enhanced learning comprehension
- Better understanding of assignments
- Improved self-editing skills
- Access to additional explanations
- Practice opportunities

5. **Inappropriate Uses (Don't Do These!)**

- Direct copying of AI-generated content
- Having AI write papers or complete assignments
- Using AI to circumvent learning objectives
- Submitting AI work as your own
- Hiding AI use when disclosure is required

Online Classroom Decorum: Texas Tech University is a community of faculty, students, and staff sharing an expectation of cooperation, professionalism, respect, and civility in all forms of university communication and business. This expectation applies to all interactions in a classroom setting where an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered.

As we consider ways in which we maintain a productive and cooperative online environment, many of the same standards from a face-to-face instruction transfer to the online setting. In this way, at the instructor's discretion, disruptive behavior may result in disciplinary referrals pursuant to the Texas Tech University Code of Student Conduct. Students are expected to maintain online behaviors that are conducive to learning.

Examples of behavior that may be considered disruptive include:

- Disrupting the flow of a class session(s) by making off-topic comments.
- Enabling or participating in online classroom hijacking ("Zoom bombing") by participating in online classroom streams without being enrolled in the course or by sharing streaming classroom links with parties not enrolled in the course.
- Spamming, hacking, or using TTU or Blackboard platforms for commercial purposes.
- Cyberbullying or online harassment.
- Habitually interfering with or stopping instructional delivery.

TTU Required Course Syllabus Statements:

[Academic Integrity](#)

[Accommodation for Pregnant Students](#)

[ADA Statement](#)

[Observance of Holy Days](#)

TTU Additional Course Syllabus Statements:

[AI Use is Allowed Only for Specific Assignments in This Course](#)

[Civility in the Classroom Statement](#)

[Discrimination, Harassment, and Sexual Violence Statement](#)

[Food Insecurity Statement](#)

[Plagiarism Statement](#)

[Recovery Services Statement](#)

[Risks Associated with the Use of Companion Animals Statement](#)

[Risks Associated with the Use of Livestock/Horses Statement](#)

[Risks Associated with the Use of Wildlife Statement](#)

[Student Support Statement](#)