Welcome!

CST8182 – "Networking Fundamentals"

Course Instructor: Michael Anderson

Lectures: Mondays @ 5:00-6:00pm T144
     Wednesdays @ 1:00-2:00pm T119
     Fridays @ 11:00-Noon T119

Labs: Mondays @ 9:00-11:00am T113
     Mondays @ 11:00-1:00pm T108
     Mondays @ 2:00-4:00pm   T113
     Thursdays @ 10:00-Noon   T113
     Thursdays @ Noon-2:00pm T113

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Course Objectives:
- ◆ To provide a solid understanding of fundamental networking concepts
- ◆ To increase your knowledge and skill of networking equipment, using Cisco equipment as the basis
- ◆ To (partially) prepare you for successfully passing the CCNA exam.

For additional info on this course, please see the official course outline, as posted on Blackboard.

Introductions

- Who am I; my background; my interest in teaching.
- "*Have great confidence in me, but don't trust me*" ... Be sure to check it out for yourself!
- Who are they? "~~educational objectives~~, ~~personal learning plan(s)~~, ~~certification/accreditation goals~~, etc"
- Student's Association video: http://www.youtube.com/watch?v=1Gv_oKMTcW0
- Again, Who are the students in CST8182 – 030?

Ecosphere

- The world is increasingly networked and thus increasingly globalized. What does this mean for us? What does this mean for education? -> "Did you know?" video (ver 2 & 3) http://shifthappens.wikispaces.com
- Rapid pace of change and development: Networking **IS** communication!
- Educational imperatives and education "Teaching College in an age of accountability", Lyons et al:

"Accountability proponents generally call for increased access to higher education for all citizens, improved retention of students once they are enrolled, and graduation and placement rates that recognize the investment of tax and institutional funds in students' success."

- Students as an investment by **all** parties: students themselves, businesses, government, taxpayers.
- *STUDENT RETENTION!*

- Change is reaching back ever further into our society: http://mobile.slashdot.org/story/09/08/31/1526237/Texting-Toddlers-How-Young-is-Too-Young

"Toddlers don't need to be texting, concedes the NYT's Lisa Belkin, but since they have always had toy typewriters and toy telephones, why not toy Blackberrys? If your little tyke is itching to text, the NYT has a round-up of texting devices aimed at children as young as three who want to talk with their thumbs. The question of, 'when is a child is old enough for their own cell phone' has been replaced with the question of, 'what type of texting gadget is appropriate for which age group.' But don't forget to lay down the law: 'Our 13-year-old got a phone with an unlimited plan as a reward for good grades,' says HiTechMommy.com blogger Cat Schwartz. 'Each night he is required to turn the phone in at 10 p.m. and then gets it back first thing in the morning.'"

- Radical change in the nature of communication: http://mobile.slashdot.org/story/09/09/06/166202/Has-Texting-Replaced-Talking-For-Teens

"Sue Shellenbarger has an interesting essay in the WSJ where she talks about the 2,000 incoming text messages her son racks up every month — more than 60 two-way communications via text message every day — and her surprise that 2,000 monthly text messages is about average for today's teenagers. 'I have seen my son suffer no apparent ill effects (except a sore thumb now and then), and he reaps a big benefit, of easy, continuing contact with many friends,' writes Shellenbarger. 'Also, the time he spends texting replaces the hours teens used to spend on the phone; both my kids dislike talking on the phone, and say they really don't need to do so to stay in touch with friends and family.' But does texting make today's kids stupid, as Mark Bauerlein writes in his book 'The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future? 'I don't think so. It may make them annoying, when they try to text and talk to you at the same time,' writes Shellenbarger, adding, 'I have found him more engaged and easier to communicate with from afar, because he is constantly available via text message and responds with a faithfulness and speed that any mother would find reassuring.'"

On Mulitasking

Mar **2006**: http://arstechnica.com/old/content/2006/03/6417.ars
"The cover story in *Time* magazine this week, entitled 'Too Wired For Their Own Good?', condemns the youth of the nation as gadget-obsessed, perennially multitasking, social failures who can't really get into anything important or even relax. The article brings up example upon example of dysfunctional teenagers and their equally disjointed families."

Mar **2007**: http://arstechnica.com/old/content/2007/03/study-says-leave-the-multitasking-to-your-computer.ars
"New research shows that, contrary to popular wisdom, the multi-tasking worker is actually a less efficient and less productive worker. ... The *NYT* then showed confirmation of these findings by Microsoft research scientist Eric Horvitz, who found that workers at the Redmond-based software company took an average of 15 minutes to return to the task they were working on after being interrupted by a phone call, e-mail, or instant message."

Jun **2008**: http://arstechnica.com/old/content/2008/06/the-boss-made-me-do-it-multitasking-still-inefficient.ars
"...according to Christine Rosen, a writer with *The New Atlantis*; multitasking is nothing but a con"

Aug **2009**: arstechnica.com/science/news/2009/08/multitaskers-beware-your-divided-attention-comes-at-a-price.ars
"A lot of the Ars readership would probably fit this description: TV on in the background, computer screen in front of them, and various windows—mail, chat, browser—vying for attention. Although most people find themselves multitasking, we're remarkably bad at it. ... The answer, according to a paper that will appear in the *Proceedings of the National Academies of Science* later this week, is that they may actually be worse; heavy multitaskers tended to be more readily distracted by extraneous information than their more focused peers."

Expectations

- I propose that CST8182 is ***the most important course*** they are taking this semester (... but see *Introductions* above)
- Everyone starts with 100% in this course.
- This is a **job** for them; they are being **paid** to be here. Discuss college funding model.
- NO cell phones or laptops during lectures; no cell phones during labs
- Program of Study: at least one hour outside of class for every hour in class. www.algonquincollege.com/sat/cs/flowcharts/09_10/0006X_09_10.pdf
- **MUST be prepared for labs** by reading ahead, otherwise not likely to be enough time
- Very limited additional time for accessing labs: room booking schedule is very tight. See schedule for extra lab times that have been booked for student access.

Resources

1. Blackboard for all course materials
2. Email: responsible for checking your Algonquin email regularly.
3. Cisco Academy website: http://cisco.netacad.net
4. Learning Resource Centre (LRC), aka the library
5. Textbook (required) for course (but see items #1, #3, #4)
6. Safari online book collection (free, extensive; see item #4) http://proquest.safaribooksonline.com

Administrivia

- Elect class representative
- Rockets
- Need to see several students re: admin details