Syllabus: Course INFSYS 1800/CMP SCI 1010
Computers and Information Systems

About this course:

Required texts:

The New Perspectives Collection Microsoft Office 365 & Office 2016 – Linked automatically to you Canvas Account.

Course Description:

This course develops skills in technology awareness, computer fluency, computing devices, ethical use of the Internet, and business applications for problem solving, communicating, and making informed decisions, including word processors, presentation software, electronic spreadsheets, and database management systems. Students will gain skills in developing business applications and web pages.

Credit cannot be granted for both CMP SCI 1010 and INFSYS 1800.

• Course will provide background in Technology Hardware and Software applications and Develop skills to apply in your career.
• Assignments in Office and Programming provide real examples of how to create applications or use Technology Hardware and Software
• Discussions and review provide ideas from others experience.

Time Requirements:

If this course were offered on campus, you’d be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week in addition to the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimum of 6 hours every week (up to 9-10 hours a week) on activities related to this course. If you are worried about your preparedness, consider taking the Online Readiness Survey to help decide if an online course is right for you.

Technology Requirements:

As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
3. Ability to navigate Canvas (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. Reliable and stable Internet connection.
6. Adobe Reader or alternative PDF reader (free)
7. A webcam and/or microphone is **highly recommended**.

**Goals of the Course:** Provide basic concepts to Office applications and introduction to programming. These skills may be the starting point for advanced courses in Applications or programming. Knowledge of how Hardware and Software works and is used provides a basis for using technology to provide information or automate functions in any career or personal environment.

- Understand Computers and Information system hardware capabilities.
- Understand Computers and Information system hardware capabilities
- Learn and Apply skills in Microsoft Office applications
- Ability to analyze and create technology solutions or improvements to information systems

Extend competencies acquired in pre-requisite courses...

- There are many supplemental training or practice lessons to help understand how to do all parts of the lessons using Windows and Office software
- 1 or 2 Quizzes **online** each module (2 weeks) on the reading assignments
- 2 or 3 Assignments turned in each module (2 weeks)
- 1 or more online entries in a discussion topic each week.
- Mid-term and Final Exam. **Online**

This course will provide you with basic knowledge and experience in Computers and Information system to apply in advanced computer courses or create technology solutions in other areas.

**How to Succeed in This Course**

- **Each Week has practice lessons that will provide lessons to complete the topics.**
- **The Application assignments are Due on Sunday, but do your best to complete before class on Friday.** If you have questions we can review in or after class and you still have time to complete.
- **The chapters are quite short with 10-point quizzes after each chapter. Complete the reading and the quiz by Wednesday Virtual Zoom Class.** If you have questions we can review in class and you still have time to complete by the Due date on Friday.

**Instructional Technology:** I will post my examples and lessons each week to assist with the assignments. I will also post additional resources that may help you succeed in this course and other related Technology topics.

---

**If this is your first online course, it is recommended that you complete the Online Course Overview listed in your Canvas course list.** If you’ve already completed the orientation, you do not have to retake it but you can refer to it for helpful videos and tutorials about the technologies used in this course.
**Assessment/Grading**

**Grade Composition:**
Grading is on a point scale with points assigned for each. Assignments subject to change.

- 275 points Chapter Quizzes/ Interactive Summaries 32%
- 460 points Application Assignments 51%
- 150 points Discussion – Analyze and Evaluate 17%

**Grading Scale:** The UMSL Grading System is based on a four-point scale. The grade value for each letter grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.0</td>
<td>94% – 100%</td>
<td></td>
</tr>
<tr>
<td>A- = 3.7</td>
<td>90% – 93.9%</td>
<td></td>
</tr>
<tr>
<td>B+ = 3.3</td>
<td>87% – 89.9%</td>
<td></td>
</tr>
<tr>
<td>B = 3.0</td>
<td>83% – 86.9%</td>
<td></td>
</tr>
<tr>
<td>B- = 2.7</td>
<td>80% – 82.9%</td>
<td></td>
</tr>
<tr>
<td>C+ = 2.3</td>
<td>77% – 79.9%</td>
<td></td>
</tr>
<tr>
<td>C = 2.0</td>
<td>73% – 76.9%</td>
<td></td>
</tr>
<tr>
<td>C- = 1.7</td>
<td>70% – 73.9%</td>
<td></td>
</tr>
<tr>
<td>D+ = 1.3</td>
<td>67% – 69.9%</td>
<td></td>
</tr>
<tr>
<td>D = 1.0</td>
<td>63% – 66.9%</td>
<td></td>
</tr>
<tr>
<td>D- = 0.7</td>
<td>60% – 62.9%</td>
<td></td>
</tr>
<tr>
<td>F = 0</td>
<td>0 – 59.9%</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion Rubrics:**

*Online Discussion Rubric (Five Criteria)*

**Feedback and Grading Timeline:**
- All assignments will have preliminary grades before class meetings on Fridays. The due dates are not until Sunday of each week. This allows time to review in or after class. Final grades for each module will be posted by Tuesday of the following week. Late assignments may be subject to 10% reduction in points.
- Discussions will be reviewed in Friday Class and must be complete online for grading by Sunday of each week. Discussions will be closed for entries after Sunday night each week.
- Quizzes and Online Reviews grades are posted when completed.
- You can find grades in the Grades button on Canvas.

All activities: assignments, quizzes, and discussions are due Sunday by 11:59 each week.Reviewed on Fridays.

EX = Excused
DL = Delayed
FN = Failure/Non-Participation
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Developing</th>
<th>Competent</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and Initiative</td>
<td>1 pt. Does not respond to most postings; rarely participates freely</td>
<td>2 pt. Responds to most postings within a 48-hr period; requires occasional prompting to post</td>
<td>3 pt. Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
<td></td>
</tr>
<tr>
<td>Delivery of Post</td>
<td>1 pt. Poor spelling and grammar in most posts; posts seem hasty</td>
<td>2 pt. Errors in spelling and grammar evidenced in several posts</td>
<td>3 pt. Few grammatical or spelling errors are noted in posts</td>
<td>4 pt. Consistently uses grammatically correct posts with rare misspellings</td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>1 pt. Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>2 pt. Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>3 pt. Frequently posts topics that are related to the discussion content; prompts further discussion of topic</td>
<td>4 pt. Consistently posts topics related to discussion topic; cites additional references related to topic</td>
</tr>
<tr>
<td>Expression Within the Post</td>
<td>1 pt. Does not express opinions or ideas clearly, no connection to topic</td>
<td>2 pt. Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>3 pt. Opinions and ideas are stated clearly with occasional lack of connection to topic</td>
<td>4 pt. Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td>Contribution to Learning Community</td>
<td>1 pt. Does not make effort to participate in learning community as it develops, seems indifferent</td>
<td>2 pt. Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with the group</td>
<td>3 pt. Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>4 pt. Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
</table>
## Syllabus: Course INFSYS 1800/CMP SCI 1010

Computers and Information Systems

### Course Schedule (subject to modification)

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Chapters &amp; Quizzes</th>
<th>Assignment/Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>File Storage</td>
<td>Chap 1-Q 1 Intro Today's Tech</td>
<td>A 1 Directories</td>
</tr>
<tr>
<td></td>
<td>Windows</td>
<td>Chap 9-Q 2 Operating Systems</td>
<td>A 2 Libraries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D 1 Operating Systems and storage</td>
</tr>
<tr>
<td>2</td>
<td>Excel</td>
<td>Chap 4-Q 3 Programs and Aps</td>
<td>A 3 Basic Formulas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chap 8-Q 4 Digital Storage</td>
<td>A 4 Formatting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A 5 Tables / Filters</td>
</tr>
<tr>
<td>3</td>
<td>Word</td>
<td>Chap 2-Q 5 Connecting and Communicating Online</td>
<td>A 6 Letters</td>
</tr>
<tr>
<td></td>
<td>Email</td>
<td></td>
<td>A 7 Emailed Docs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A 8 Special Features</td>
</tr>
<tr>
<td>4</td>
<td>Access</td>
<td>Chap 11-Q 6 Building Solutions; Database</td>
<td>A 9 Single Table</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A 10 Linked Tables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A 11 Reports</td>
</tr>
<tr>
<td>5</td>
<td>PowerPoint</td>
<td>Chap 6-Q 7 Computing Components</td>
<td>A 12 General Slides</td>
</tr>
<tr>
<td></td>
<td>Office Graphics</td>
<td></td>
<td>D 5 Suggestion on</td>
</tr>
<tr>
<td>6</td>
<td>Network</td>
<td>Chap 3-Q 9 Computers and Mobile Devices</td>
<td>A 13 Enhancements</td>
</tr>
<tr>
<td></td>
<td>Office Graphics</td>
<td>Chap 10-Q10 Communicating Digital Content</td>
<td>Presenting with PPT</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Hyperlinks</td>
<td>Chap 5-Q11 Security</td>
<td>A 17 Hyperlinks</td>
</tr>
<tr>
<td></td>
<td>Security</td>
<td></td>
<td>A 18 Hyperlinks Adv</td>
</tr>
<tr>
<td>8</td>
<td>Programming</td>
<td>Chap 12-Q12 Working in the Enterprise</td>
<td>A 19 Programming</td>
</tr>
<tr>
<td></td>
<td>Macros</td>
<td></td>
<td>A 20 Macros</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D 8 AI and Automation</td>
</tr>
</tbody>
</table>

### Course Policies

- All assignments, quizzes, and discussions are due at the end of the week Sunday at 11:59.
- Wednesday review for all assignments, quizzes, and discussions before they are due.
- Late assignments **may** have point reduced by 10% each week they are late. I am flexible on this.

### Participation (expectations)

- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.
- I will not respond to each post but will be monitoring each discussion.
Syllabus: Course INFSYS 1800/CMP SCI 1010
Computers and Information Systems

- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in online discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric*.

If you are unable to participate in the scheduled class activity or discussions you must notify the instructor within the week of that class module or discussion. An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure. The instructor reserves the right to make judgment to accept and/or make-up assignments missed because of failed participation in the course activities.

Online Discussion Protocol

- Participation in the course should maintain a positive work and learning environment, as outlined in the Triton Manual.
- Postings should be a minimum of three sentences, or one short paragraph, and a maximum of two paragraphs.
- Responses should be well written with proper punctuation, spelling and grammar.
- Avoid short one-word postings, for instance, “I agree,” unless accompanied by supporting statements from the readings or prior knowledge (work and life experience).
- Stay focused on the topic.
- Ask questions; challenge other postings that lack supporting evidence or present incorrect information.
- Encourage further discussion by building on current threads.
- Check your postings for responses from others and respond in kind.
- Use proper “netiquette”.

Attendance Policies

- Present in class for online courses is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course.
- Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

Academic Integrity/Plagiarism

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University’s Campus Policies and Procedures in the Triton Manual (p. 30)
  - Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author’s ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving
unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else’s answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student’s work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one’s academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. **Plagiarism, cheating, and falsification are not acceptable.**

All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student’s grade on that work in this course. The campus process regarding academic dishonesty is described in the “Policies” section of the Academic Affairs website.

- Plagiarism is the use of another person’s words or ideas without crediting that person.

- Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University, per the UMSL academic dishonesty policy.

- Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.

To avoid accusations of academic dishonesty, please submit all written work to the Turnitin System before finalizing what you submit for evaluation. Check information about The Writing Center on UMSL’s website.

**Title IX Policies**

In adherence to the policies of Title IX and to promote a safe and secure educational environment, it is strongly recommended statements similar to those below be added to your course syllabus:

- **Mandatory Reporting:** Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.
Student Resources

Access, Disability and Communication
Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 144 Millennium Student Center
- Phone: (314) 516-6554
- Email: linder@umsl.edu
- Website: http://www.umsl.edu/services/disability/

Office of International Students and Scholar Services
If you have difficulty communicating in English with the instructor of this course, contact ISS.

- 261 Millennium Student Center (MSC)
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website: http://www.umsl.edu/~intelstu/contact.html

Student Retention Services
- SRS provides comprehensive support and intervention strategies that support your road to graduation!
- 225 Millennium Student Center (MSC)
- Phone: (314) 516-5300
- Email: umslsrs@umsl.edu
- Website: http://www.umsl.edu/~umslsrs/

Technical Support
GOAL Office
The GOAL was created to provide centralized direction and support to online and reentering adult students seeking degree completion at the University of Missouri-St. Louis (UMSL). Whether you are returning to school to complete an undergraduate degree started long ago or you desire to earn a Ph.D., we are here to guide you to completion. The GOAL staff will support and guide you, providing access to valuable resources. You may choose to continue your education in an online environment, traditional courses or blended opportunities. We are here to see you achieve academic success.

- 306 Social Sciences and Business Building (SSB) - Tower
- Phone: (314) 516-4211
Syllabus: Course INFSYS 1800/CMP SCI 1010
Computers and Information Systems

- **Email:** umslgoal@umsl.edu
- **Website:** http://www.umsl.edu/now/resources/goal.html

**Canvas**
If you have problems logging into your online course, or an issue within the course site, please contact the **Technology Support Center**:

- Phone: (314) 516-6034
- **Email:** helpdesk@umsl.edu
- **Website:** http://www.umsl.edu/technology/tsc/

If you are having difficulty with a technology tool in Canvas, consider visiting the **Canvas Student Guides**, which has overviews of each tool and tutorials on how to use them.

**VoiceThread**

- **Online Contact Form:** https://voicethread.com/support/contact/
- **Website:** https://voicethread.com/howto/

**Academic Support**

**The Online Writing Center**
At the OWC Canvas site, students can send their papers to our tutors, who will read them and send them back with suggestions. Students can also access Turnitin, which identifies quoted material in their essays.

- 222 Social Sciences and Business Building (SSB)
- **Website:** https://www.umsl.edu/~umslenglish/Writing Center/
  Visit the OWC page on Canvas to submit drafts online.
- The OWC usually responds within 48 hours. Please allow ample time.

**Math Academic Center (Math Lab)**
The Math Academic Center offers free individual assistance on a walk-in basis to students needing help with any mathematics from basic math through calculus or any course involving mathematical skills.

- 222 Social Sciences and Business Building (SSB)
- **Website:** http://www.umsl.edu/mathcs/math-academic-center/

**GOAL Mentors**
This course may be assigned a GOAL Mentor who will be able to assist with technology issues and answer non-content questions regarding online courses.

Revised April 2018
Online Class Netiquette/behavior

- **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in the class.

- **Use effective communication.**
  
  - Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc).
  - Be polite, understate rather than overstate your point, and use positive language.
    If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.

- **Ask for clarification** to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.

- **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.

- **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.

- **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

- **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, please post it in another thread.

- **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.