

ITCC121

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Description

Course Description: This course is an overview of computer information systems in which hardware, software, procedures, systems, and databases are explored in relation to their integration and application in business and other segments of society. Telecommunications and network concepts are introduced as a basis for understanding of the Internet and e-commerce capabilities.

Course Scope:

This course provides a broad overview of major components of computer information systems. Hardware, software, procedures, systems, and databases are explored. Internet and e-commerce capabilities are discussed as well as the supporting infrastructures. Application intricately woven in segments of society is explored. Software development activities are described as well as computer operating and network software.

Objectives

After successfully completing this course, you will be able to

1. Explain the major concepts behind computers, computer algorithms, and computer literacy.
2. Explain the technologies that have contributed to the exponential growth of the Internet and the World Wide Web (WWW)
3. Describe the impact of software development, and computing technologies on business productivity.
4. Outline major hardware components and the architecture and configurations of computing systems
5. Interpret the OSI model in respect to the architecture of networks and operating systems
6. Summarize the architecture, the flow of control, and the security concerns of the Internet and computer use

Outline

Week 1:

Topics

Computer Basics and the Internet

Learning Objectives

- Explain the major concepts behind computers, computer algorithms, and computer literacy.
- Explain the technologies that have contributed to the exponential growth of the Internet and the World Wide Web (WWW)

Readings

Chapter 1: Introduction to Information Technology:

The Future Now

Chapter 2: The Internet & the World Wide Web:

Exploring Cyberspace

Assignments

Introduction

Week 1 Forum

Week 1 Assignment: Internet Hunt

Week 2:

Topics

System and Application Software

Learning Objectives

- Describe the impact of software development, and computing technologies on business productivity.

Readings

Chapter 3: Software:

Tools for Productivity & Creativity

Assignments

Week 2 Forum

Week 2 Assignment: Application Program Paper

Week 3:

Topics

Hardware

Learning Objectives

- Outline major hardware components and the architecture and configurations of computing systems

Readings

Chapter 4: Hardware: The CPU & Storage

Assignments

Week 3 Forum
Week 3 Assignment: Article Summary

Week 4:

Topics

Input and Output Systems

Learning Objectives

- Outline major hardware components and the architecture and configurations of computing systems

Readings

Chapter 5: Hardware: Input & Output:

Taking Charge of Communications

Assignments

Week 4 Forum

Week 4 Assignment: Midterm Project

Week 5:

Topics

Communications, networks and Security

Learning Objectives

- Summarize the architecture, the flow of control, and the security concerns of the Internet and computer use

Readings

Chapter 6: Communications, Networks, & Cyberthreats: The Wired & Wireless World

Assignments

Week 5 Forum

Week 5 Assignment: PowerPoint Presentation

Week 6:

Topics

Personal Technology

Learning Objectives

- Explain the major concepts behind computers, computer algorithms, and computer literacy.

- Describe the impact of software development, and computing technologies on business productivity.
- Outline major hardware components and the architecture and configurations of computing systems

Readings

Chapter 7: Personal Technology: The Future Is You

Assignments

Week 6 Forum

Week 6 Assignment: Ideal Computer Paper

Week 7:

Topics

Database and Information Systems

Learning Objectives

- Explain the major concepts behind computers, computer algorithms, and computer literacy.

Readings

Chapter 8: The Era of Big Data: Databases, Information Systems, & Artificial Intelligence

Chapter 9: The Challenges of the Digital Age: Society & Information Technology Today

Assignments

Week 7 Forum

Week 7 Assignment: PowerPoint Presentation

Week 8:

Topics

Systems Analysis and Programming

Learning Objectives

- Explain the major concepts behind computers, computer algorithms, and computer literacy.
- Interpret the OSI model in respect to the architecture of networks and operating systems
- Summarize the architecture, the flow of control, and the security concerns of the Internet and computer use

Readings

Chapter 10: Building Systems & Applications:

Software Development, Programming, & Languages

Assignments

Week 8 Forum

Week 8 Assignment: Final Project/Assignment

Evaluation

Students are expected to maintain routine contact with the instructor throughout the course. While the number of contacts may vary according to the specific course and individual student need, the University requires periodic weekly contacts during the semester. Contact will consist of professor notes, forum interaction, and email feedback. The method of discussion will be on-line related to issues concerning forum assignments, quizzes, assignments, the midterm project and final project.

TEXTBOOK READINGS

Review the assigned textbook and support materials for this course! Review the table at the end of the syllabus to see assigned readings for each week.

PROJECTS

The projects for this course are located throughout each Lesson. The projects that are required for grading with this course are created from scratch.

FORUM

The Forum assignments for this course are designed to promote interactivity among students and enhance the online learning process. The Forum provides maximum flexibility because you do not have to be online at the same time as another person and you can read what other students have written.

Forum Timing: For the forum, you must post your work by midnight on **Thursday**, continue to follow your classmates' posts for the remainder of the week, and post the follow-up peer responses prior to midnight on **Sunday, except for week one**. Your follow-up posts can add additional insight to a classmate's opinions or can challenge their opinions. Use examples from the readings, or from your own research, to support your views, as appropriate. Be sure to read the follow-up posts to your own posts and reply to any questions or requests for clarification. You are encouraged to conduct research and use other sources to support your answers.

Required Participation: Please keep in mind that the forum assignments require you to make at least 1 post to the forum with at least 250 words about the topic and also respond to at least 2 peers' posts with at least 150 words. Please be advised that there will be point deductions if you do not comply with these requirements of the assignment. Each one of you will have a different and unique experience that we can all learn from. Your participation in the Forums unleashes the power of synergy in our classroom. To facilitate this interaction, please be prompt when posting your forum work for each week; this provides time for the others to actively engage in the dialogue. For practical reasons, when you respond to other learners' posts, please start your response by referencing their name. I will read and grade your participation by reading the forum. There is no need to also post your forum work in the assignments area of the classroom. Refer to the forum and the syllabus for more details on grading.

STANDARDS FOR WRITTEN WORK

Written communications is an essential tool for any professional. As with any skill, writing well is the result of practice followed by feedback, and the use of relevant and appropriate sources. Therefore, the quality of writing is graded as part of every written assignment. Below are the grading criteria for each written assignment in this class.

Content & Development 50%

- All key elements of the assignment are covered in a substantive way.
- Content is comprehensive, accurate, and/or persuasive.
- Major points are stated clearly, are supported by specific details, examples, or analysis, and are organized logically.
- Where appropriate, the paper supports major points with theory relevant to the development of the

ideas, and uses the vocabulary of the theory correctly.

- Theory and practice are integrated, whereby the writer is able to link theories to practical experience (i.e., application to a real-world work setting).
- Research is adequate and timely for the topic.
- The context and purpose of the writing is clear (e.g., critique, research, sample memo, and business plan).

Organization 20%

- The structure of the paper is clear and easy to follow.
- The paper's organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
- Ideas flow in a logical sequence.
- The introduction provides sufficient background on the topic and previews major points.
- Paragraph transitions are logical and reinforce the flow of thought throughout the paper.
- The conclusion is logical and flows from the body of the paper.
- The conclusion reviews the major points.

Format 10%

- The paper, including citations and the reference page.
- The paper is laid out effectively and uses reader-friendly aids (e.g., sections, summaries, table of contents, indices, and appendices), when appropriate.
- The paper utilizes references appropriately.
- Features such as headings and italics aid in the readability of the paper and are not overused.
- The paper is neat, with attention given to format requirements.

Grammar, Punctuation, & Spelling 15%

- Rules of grammar, usage, and punctuation are followed.
- Spelling is correct.

Readability & Style 5%

- Sentences are complete, clear, and concise.
- Sentences are well constructed, with consistently strong, varied structure.
- Sentence transitions reinforce the flow of thought.
- Words used are precise and unambiguous.
- The tone is appropriate to the content and assignment.

MIDTERM PROJECT

The Midterm Project requires you to use your knowledge of to apply knowledge gained.

FINAL PROJECT

The Final Project requires you to use your knowledge gained through-out the course apply what you learned.

Grading:

Name	Grade %
Forums	25.00 %
Week 1 Forum	3.13 %
Week 2 Forum	3.13 %
Week 3 Forum	3.13 %
Week 4 Forum	3.13 %
Week 5 Forum	3.13 %
Week 6 Forum	3.13 %

Week 7 Forum	3.13 %
Week 8 Forum	3.13 %
Assignments	10.00 %
Assignment 1: WK1 Internet Hunt	5.00 %
Assignment 2: Wk 2 Application Program Paper	5.00 %
PowerPoint Presentations	10.00 %
Assignment 5: WK 5 Presentation	5.00 %
Assignment 7: Wk 7 Presentation	5.00 %
Article Summary	10.00 %
Assignment 3: Wk 3 Article Summary	10.00 %
Ideal Personal Computer	5.00 %
Assignment 6: WK6 Ideal Personal Computer Paper	5.00 %
Projects	40.00 %
Assignment 8: Wk 8 Final Project	20.00 %
Assignment 4: WK4 Midterm Project	20.00 %

Materials

Book Title: Using Information Technology, 11th Ed - The VitalSource eBook will be provided through the APUS Book Store.

Author: Williams

Publication Info: McGraw-Hill

ISBN: 9780073516882

Book Title: You must validate your cart to get access to your VitalSource e-book(s). If needed, instructions are available here - <http://apus.libguides.com/bookstore/undergraduate>

Author: N/A

Publication Info: N/A

ISBN: N/A

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are

available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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