

CN457 5W, January, 2006
The Internet
Syllabus and Assignments

This syllabus and assignments document takes precedent over all documents that are otherwise posted to date.

Course Description

CN 457 THE INTERNET (3 credits). Familiarizes students with the operation, function, components and protocols of the Internet. Covers concepts necessary for establishing and maintaining Internet connectivity. Incorporates tools used to navigate and access information on the Internet.

Course Prerequisites

In order to successfully participate in this course, students are expected to have a working knowledge of the following topics and proficiency in the following skills:

- Working knowledge of the *Windows* operating system and 40 hours of hands-on experience using a personal computer. Specific areas include: disk formatting, word processing/editing, and file creation, maintenance, and printing.
- Knowledge and experience with at least one Internet browser such as Internet Explorer or Netscape Communicator.
- CN300 – Fundamentals of Computer Networks, or CS450 – Data Networks.

Course Materials

Required:

Schneider, Gary P. & Evans, Jessica, (2004) *New Perspectives on the Internet Comprehensive (5th Edition)*, Course Technology, ISBN: 0-619-21436-8

Course Project Files: Data files for this text from www.course.com

Additional readings may be selected from various sources. Students are encouraged to present additional course-related materials to the class at their own initiative.



Faculty: Judy L. Richards

Contact Information: jlrichar@regis.edu < Preferred email

jlr6@yahoo.com (ISP)

**Office Hours: 6 to 9 P.M., U. S. Mountain time,
Monday through Friday**

Telephone: 303 664 1339 – Please leave a voice mail if I do not answer.

I will need prior notification if you wish to have a one-on-one telephone conversation during these times; with prearrangement, I am available on special request at other times. I will advise the class if there is any change in this arrangement.

Emergency Contact

If you want to discuss something with me on a confidential basis please contact me at 303-664-1339. I can usually be reached between 6-9 p.m. (US Mountain Time), leave a detailed message if I do not answer. Of course, you may contact me at my email address, jlrichar@regis.edu.

E-mail

Written assignments will be sent to me by e-mail, as an attachment. Please try to use Microsoft Word (.DOC). If you have a different word processor/office set-up, please let me know so we can negotiate the differences.

Please use the following **file naming convention** for e-mailing assignments:

1. Send as an attachment and be sure to put your name within the file (in the document).
2. Name the assignment file with your first initial and last name, the week of the class assignment, and a description of the assignment.
3. The prefix in the subject line of the email should read “CN457”.

Example follows:

jr richardsW01C9Activity4.doc (Judy Richards Week 01 Chapter 9 Activity 4).

You may have questions about the class set up, while we have a syllabus and outline, I am flexible. If circumstances and expectations dictate, we can modify this course as necessary. For the official Regis definitions regarding grades, attendance, ethics, see below; I will use these definitions as my guide for determining grades, attendance and ethics issues.

Disabilities

If you have a documented disability requiring academic adjustments for this class, please contact Dr. KoKo Oyler, Director of Disability Services (303-458-4941), koyler@regis.edu). She will review your documentation with you and help determine appropriate, reasonable accommodations. Following the meeting with Dr. Oyler, please make an appointment with me, as your instructor, to discuss your accommodation request in light of the course requirements. You may self-disclose and request an academic adjustment any time during the term. However, I strongly recommend that you do so as soon as possible, because accommodations are not provided retroactively and adequate lead-time is required.

Academic Dishonesty

Regis University is committed to intellectual integrity in its academic pursuits. The University's policy prohibits all forms of academic dishonesty. Academic dishonesty is normally defined by, though not necessarily limited to, the following categories:

Cheating - defined as using inappropriate sources of information on a test or assignment.

Plagiarism - defined as presenting as one's own, the ideas, words, or products of another.

The academic dishonesty policy, as stated in the Regis University Bulletin, applies to all courses, regardless of learning format. The academic dishonesty policy also applies to any assignment or exam submitted by a student, whether in person or by electronic means.

Ethics Statement

An integral component of SPS Undergraduate Program courses is student and facilitator/instructor self disclosure and the use of personal experiences for the purpose of facilitating coursework. Each student is expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information, which would identify a particular individual or organization.

Adult student participation techniques will be used to further the learning objectives and understanding of course content such as shared experiences among students whenever possible to assist experiential learning and peer education. Active student interaction and participation in the learning process is essential for lively stimulating course work. An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and facilitators/instructors.

Attendance/Participation

The collaborative adult learning model Regis University implements, requires students to participate and actively engage in the learning process. Participation is not the same as attendance. Attendance is simply being present in the classroom but does not require the student to actively participate.

Definition of Attendance

The expectation is for students to attend all classes and dress in an appropriate manner such as “business casual”. Because of the accelerated nature of the course work in the School for Professional Studies, missing any class may have a negative impact on the student’s learning and course performance. Any student who misses the first class must contact the facilitator/instructor or the Faculty and Curriculum Department either prior to the first class session or as close to the first class session as possible. If a student fails to do so, he/she will automatically be dropped from the course. A student who has not attended the first class session may be admitted to the course only with facilitator/instructor permission. Recognizing emergency circumstances do occur, the following guidelines are available for students.

Make up work should be required if the student misses a class. This work is arranged, in advance, between the facilitator/instructor and the student. The student is responsible for contacting the facilitator/instructor for the additional assignment(s).

Number of Class Meetings

Five Meetings (20 hours)

Number of Absences Allowed

One

Definition of Participation

Course participation includes thoughtful written contributions, active discernment and facilitating meaningful exchange of ideas, concepts and opinions. Participation requires students to be actively involved in the learning process, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion. You are expected to participate. If you have a great deal of experience in a particular subject so much the better. Your expertise adds to the learning process.

Please see below in order to fully understand the essentials of participation.

<p>Class participation is 10% of your grade and will include interaction and discussions during class period, including all in-class exercises, small group and large group discussions and facilitated discussion. Thinking, being creative, curious and sharing of your ideas with the class is important.</p>	
Grade	Grade Criteria
<p>“A” Level Students</p>	<p>In addition to the lists below, students who are judged to have excellent participation will also ask questions which:</p> <ul style="list-style-type: none"> • Clarify and synthesize discussion • Relate their ideas and/or experience to classroom topics • Contribute examples or counterexamples which are relevant to classroom topics • Challenge what is being taught with logic, examples and consideration • Acknowledge and extend the ideas and contributions of others • Relate content from class materials, readings and experiences to the discussion <p>Active in class discussions, shares ideas, raises issues.</p> <p>20.00-18 points / 100-90%</p>
<p>“B” Level Students</p>	<p>“B” Level In addition to the list below, students who are judged to have good participation will also:</p> <ul style="list-style-type: none"> • Speak in class • Give eye contact and attention to whomever is speaking • Listen thoughtfully and attentively <p>17.99-17.5 points / 89-87.5% - Was responsive to issues and class discussions when asked.</p> <p>17.49-16.5 points / 87-83% - Was “alive” during class, with some good contribution.</p> <p>16.49-16.0 points / 82-80% - Was “alive” during class but contribution was minimal.</p>
<p>“C” Level Students</p>	<p>“C” Level Students who are judged to have just adequate participation will:</p> <ul style="list-style-type: none"> • Be present for the entire class • Be on time when returning to class • Have all necessary materials • Provide intelligent and informed responses to inquiries <p>15.99-14.5 points / 79-73% - Was “alive” during class, but not obvious to other students.</p> <p>>14.49 points / > 72% - Was “alive” but all academic vital signs were non-functional.</p>

Assignments

All assignments are typewritten, double spaced, 12 pt Font. Grammar, punctuation and critical thinking are imperative to your success and assignments will be graded accordingly. Written assignments will be graded: 15% mechanics/grammar, 15% quality of presentation and organization, and 70% for analysis. You shall use the American Psychological Association (APA) format. Regis has an online writing program (OWL) if you need help in this area - see regis.edu for more information. Please see last few pages of this document for writing criteria.

A final letter grade will be assigned according to the following criteria:

Letter Grade	Percent
A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	<60%

Deadlines and Basis of Grades

There are deadlines for assignments; note CN457 assignments must be emailed to me each Friday of the week. That means that I will be using the weekends to review your work. I will return your work by email with a grade as soon as possible. Please try to make deadlines. If you cannot, you must let me know in advance and we might be able to negotiate. If you do not, expect that lateness will reduce your grade by 25% each day it is late. There may be options offered in order for you to make up work, if necessary. I will not accept assignments more than 3 days late.

Definition of Letter Grades

- **A** = Demonstrates an accurate and sophisticated understanding of the readings and issues. Does more than repeat what the text says or what was said in class. Draws out additional important implications. Shows a critical stance toward opinions expressed in class or in the readings. Expresses his/her own views articulately and defends them well. Shows originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed. Expresses his/her ideas clearly. Papers contain minor grammatical or stylistic weaknesses.
- **B** = Shows all the elements of A work, but with less accomplishment. There is still accurate understanding of readings and issues with a demonstrated ability to do more than repeat the text; a critical stance with some effort, not always successful, to defend that stance; some attempt to find personal meaning, with at least hints of originality and creativity of thoughts and ideas.
- **C** = Overall demonstrates an accurate grasp of the readings and issues, but with some inaccuracy and without deeper sophistication and the ability to draw out additional implications. Some attempt to take a critical stance, but with little effort or success in defending that stance. Some attempt to find personal meaning. Sufficient clarity of expression to communicate ideas, but stylistic or grammatical weaknesses creates some difficulties.
- **D** = An effort to understand has been made, with some demonstrated understanding of readings and issues, but with serious deficiencies. Generally lacking in critical stance or in a defense of that stance. The attempt to find personal meaning is either lacking or greatly hindered by difficulties in understanding.
- **F** = Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

Criteria	Percentage of Total
Participation (2 points each class)	10%
First evening Assignment	5%
Case Studies (<i>New Perspectives, The Internet</i> text)	50%
Web Site Project Outline	5%
Web Site Project Paper (Turnitin.com may be utilized for written assignments)	10%
Web Site Presentation	20%
Total Points	100%

Incomplete Grade

A grade of Incomplete or ‘I’ denotes that the required work for the course is incomplete due to unforeseen circumstances. Unforeseen circumstances mean, for example, that an accident, an illness, a death, or a major life transition has occurred. This grade is awarded at the discretion of the instructor and is submitted with an alternate grade of “I/F.” The alternate grade will become the permanent grade if the facilitator/instructor does not submit a final grade by the end of the maximum time period. The alternative grade is the grade the facilitator/instructor determines the student should receive in the event that the student fails to complete the required work.

A student must submit a written request to the instructor asking that an incomplete grade be assigned prior to the end of the term in which the course is taken. The course instructor will determine the length of time for course completion, and the remaining requirements to complete the course; however the maximum time for completion is the end of the following semester. Faculty will notify students in writing of the approval/denial of their request and provide instructions and guidelines required to resolve the incomplete grade. If the course work is not completed by the end of the next applicable semester and a grade change form submitted by the instructor, the incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the grade point average.

Week 1: Overview of Internet Technologies – 01/11 (Wednesday)

Reading assignments are assigned in the Syllabus as well as occasionally throughout the course. Assignments are required, unless specifically designated as optional.

First Night Assignment

- READ **WEB Tutorial 1& 2** in the *New Perspectives on the Internet* text; pages **WEB 1 – 104** (first part of the book).
- Be **PREPARED** to ASK QUESTIONS on unclear areas in the assigned reading.
- Write a 3 page paper about your personal thoughts and understandings about the Internet and the World Wide Web (Talk about what they are, when they were created, etc.). Do you think they are the same or different? Elaborate on your experience with both of them. Be sure to use APA format and have at least three references. Submit by email by the end of class on Wednesday.

Required Reading

Syllabus & Assignments, Grading, Participation & Attendance (all found within this document) as well as the following: Internet articles as noted below *.

* From the following URL http://www.infoworld.com/article/04/06/04/23FEvoip_1.html?s=feature read “VoIP: the promise and the pain” article and **be prepared to discuss in class**.

* From the following URL <http://www.netcraftsmen.net/welcher/papers/mplsintro.html> read “An Introduction to MPLS” article **and be prepared to discuss in class**.

Email your contact information to the facilitator (jlrchar@regis.edu): name, telephone number, email address **and** information regarding your virus protection software (no graphics) as well as the date of the last virus signature update by the end of Friday.

Lecture: Overview of Internet Technologies

Class representative to be chosen.

Week 2: Building Web Pages – 01/18

Reading

New Perspectives, The Internet , **HTML** Tutorials pages 1 – 103 (last part of the text book).

Assignments

Go to www.course.com; this site **provides the student files needed** to complete the assignments. See inside front cover or inside back cover for instructions.

Complete Tutorial #1 then complete Cases 1 and 3, pages 46, 51 (HTML)

Complete Tutorial #2 then complete Cases 1 and 3, pages 93, 98 (HTML)

Please read appendix

Submit the completed **cases** to the course facilitator via e-mail by Friday.

Lecture: Building Web Pages

Week 3: Using the Internet – 01/25

Reading

New Perspectives, The Internet, **WEB** Tutorials 4, 5, 6 (Pages 187 through 327)

Assignments

Complete Tutorial #4 then complete Case 4, page 231

Complete Tutorial #5 then complete Case 5, pages 273

Complete Tutorial #6 then complete Case 1, page 321

Create a one page outline (*one paragraph is not acceptable*) covering your Web Page Project that is due Week 5.

Submit the completed **cases and outline** to the course facilitator via e-mail by Friday.

Lecture: Internet Tools



Week 4: Web Servers – 02/01

Reading

New Perspectives, The Internet, WEB Tutorial 9, pages 423 -470

Assignments

New Perspective, The Internet text, Case 1, page 465 and Case 3, pages 466

Class representative report.

Lecture: Web Clients and Servers



Week 5: Internet Features – 02/08

Reading

New Perspectives, The Internet, WEB Tutorial 7 and 8, pages 330 – 422

Assignments

Complete Tutorial 7 and 8 then complete Case 4, page 375 **and** Case 3, page 419

Individual Project Executive Summary (Subject: Your Personal Web Site and the Creative Process)
– APA format, minimum 3 pages (not including graphics) and 3 references.

Submit the completed **cases and your project summary** to the course facilitator via e-mail by Friday

Individual Presentation of Personal Web Site – in class
(**Minimum speaking time 8 minutes, no longer than 10-12 minutes, you will be timed.**)

Lecture: Internet Communication & Wrap-Up

Complete Course Evaluation – in class



Written Work Rubric

All written work will be graded according to APA guidelines, as appropriate for the program. See below for percentage of the grade that will be based on style, content and format including such items as clarity of communication, sentence and paragraph construction, punctuation, spelling, grammar and analysis. Assignments are late if not submitted on the due date; a penalty will be deducted for late assignments. For late work, the assignment of an "A" grade will be rare as timeliness is a requisite in defining excellence.

Written assignments will be graded on the following criteria:

15% for mechanics/grammar

- Citations/reference page follow guidelines
- Properly cites ideas/info from other sources
- Paper is laid out effectively--uses heading and other reader-friendly tools
- Paper is neat/shows attention to detail
- Rules of grammar, usage, punctuation are followed
- Spelling is correct
- Sentences are complete, clear, and concise
- Sentences are well-constructed with consistently strong, varied structure
- Transitions between sentences/paragraphs/sections help maintain the flow of thought
- Words used are precise and unambiguous
- The tone is appropriate to the audience, content, and assignment

15% for quality of content and organization

- Executive summary is provided (or abstract)
- The introduction provides a sufficient background on the topic and previews major points
- Central theme/purpose is immediately clear
- Structure is clear, logical, and easy to follow
- Subsequent sections develop/support the central theme
- Conclusion/recommendations follow logically from the body of the paper
- The introduction provides a sufficient background on the topic and previews major points

70% for analysis

- Key elements of assignments covered
- Content is comprehensive/accurate/persuasive
- Displays an understanding of relevant theory
- Major points supported by specific details/examples
- Research is adequate/timely
- Writer has gone beyond textbook for resources
- Writer compares/contrasts/integrates theory/subject matter with work environment/experience
- At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing

