

# CN300 Online – August, 2005

## Fundamentals of Computer Networks

### Syllabus and Assignments

This syllabus and assignments document takes precedent over all documents that are otherwise posted to date. It is recommended that you print this document for your easy reference.

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**Faculty: Judy L. Richards**

**Please see my biography in the Introduction Forum**

<b>Contact Information: <a href="mailto:jlrichar@regis.edu">jlrichar@regis.edu</a></b>
<b><a href="mailto:jl6@yahoo.com">jl6@yahoo.com</a> (ISP)</b>
<b>Office Hours: 6 to 9 p.m. U. S. Mountain time</b>
Monday through Friday
<b>Telephone: 303 664 1339</b>
<b>Leave a voice mail if I do not answer.</b>

#### Office Hours

Office hours are Monday through Friday 6 p.m. to 9 p.m. (U.S. Mountain Time). I will need prior notification if you wish to have a one-on-one telephone conversation during these times; with pre-arrangement, 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](mailto: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) or HTML (.html) format – zip any file(s) that are more than (+/-) 10 kb. 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 emailing assignments:**

Send as an attachment and be sure to put your name within the file.

Name the assignment file with your first initial and last name, the week of the class assignment, and a description of the assignment \*.

The subject line in your email should read "CN300".

Example follows :

jr richardsW01CS.doc (from Judy Richards Week 01 Case Study assignment)

### **Navigation**

To begin your exploration of this course, select each icon to discover where it leads. The Study Guide is an excellent place to start, as it contains links to a Forum tour, course Syllabus, Tips and Guidelines, and Library Resources.

The Homepage can be accessed from any location within your course by selecting the word Homepage from either the Course Menu bar or underneath your course number on the task bar. All course icons are also listed on the left underneath the Course Menu bar. The Course Menu can be collapsed to a pull down menu by selecting the green triangle so that it points to the right or expanded by selecting the triangle so that it points down.**Required Course Materials**

Detailed on the Regis Online Web Site (WebCT)

### **Textbook**

Detailed on the Regis Online Web Site (WebCT)

### **Software**

Detailed on the Regis Online Web Site (WebCT)

In addition to the software required for all Regis online courses, this course requires the following:

A zip (file compression) program, such as WinZip.

An AntiVirus program, such as Norton Antivirus with current updates.

**Regis web site:** <http://online.regis.edu> - **Knowledge Check activities completed on the Regis Online web site are for self-assessment only as are any Westnet online Activities.** They are not graded components in the course.

Assignments are found under the Week By Week link, Weekly Activities.

You are required to complete the discussion questions, quizzes, exams and final project in a timely manner.

**I will post additional questions for discussion from time-to-time in the forum for additional interaction. All forum discussion responses must be a minimum of 200 words and you are required to respond to at least two of your colleagues each week for each question.** You are required to complete these questions and they will count toward your forum participation and related activities, 20% of your grade.

The online syllabus provides you with links to all text resources and grading structure. We will follow the WebCT structure for this class.

I suggest you take time to explore the classroom completely and if you have any questions, contact me immediately.

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## Welcome

Let me begin by saying that I want as few rules as possible and want to stimulate participation and interaction. My role is to guide the process; however, I must also manage the process. My role will be to guide the learning process. I make the assignments and evaluate your progress through participation and your depth of analysis. I will make input to help you understand an issue or to clarify a concept. Your role is not just to assemble facts through reading or searching the internet, book or the media. **Your role is to analyze and synthesize, to think things through by drawing on your experience, the experience of the community, and using all of those to understand the curriculum.**

### Format

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.

### **Student Responsibilities**

Students must take a great deal of responsibility for their own learning outcomes in an online course. Students are expected to actively participate in online discussions and complete all assignments on time. Your participation in online course discussions is a graded component of this course. Students should expect a **minimum of 15 to 20 hours** per week of study, homework assignments, and/or projects. If you are not willing or able to spend the necessary time, please reconsider whether this is the correct time to take this class.

### 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.

### Flexibility

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.

### **Ethics Statement and Academic Dishonesty**

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.

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.

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.

### **Deadlines and Basis of Grades**

There are deadlines for assignments; note CN300 assignments must be emailed to me as indicated in the Course Deadlines area online. I will review your work and return it by email with a grade as soon as possible. Please try to make deadlines. If you cannot, you must let me know and we may be able to negotiate. If you do not notify me, expect that lateness will reduce your grade by 25% each day it is late. I will not accept assignments more than 2 days late. There may be options offered in order for you to make up work. The student is responsible for contacting the facilitator for the additional assignment(s).

### **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. Read directions. Written assignments will be graded: 25% mechanics/grammar, 25% quality of presentation and organization, and 50% for analysis. Please use the American Psychological Association (APA) format. If you need help in this area - see regis.edu for more information. As mentioned above, I will return all assignments with a grade as soon as possible usually within 4 days.

**Understanding of course content will be analyzed using the following criteria:**

**Written assignments** will be graded on the following criteria:

**20% 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

**20% quality of content and organization**

- Executive summary is provided
- 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  
 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

60% 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

**Attendance Policy**

The expectation is for students to attend all classes. 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 week of class due to emergency circumstances must contact the facilitator/instructor or the Faculty and Curriculum department prior to the course starting. If the student fails to do so, they will automatically be dropped from the course and assessed a drop fee. The student must be present in the classroom and post substantially at least twice a week on two different days.

**Definition of Participation**

Course participation includes thoughtful written contributions, active discernment and facilitating meaningful exchange of ideas, concepts and opinions. The **minimum initial post** to all discussion questions shall be **no less than 200 words**. The responses to other students shall be **substantive – approximately 200 words**. The student should respond to at least two other student’s comments during the week. The forum is closed for further discussion regarding the week’s subject on Sunday. You are welcome to post to the closed discussion but it will not be graded for participation; you are expected to participate in the actual week of active discussion in the forum. The collaborative adult learning model Regis University implements require 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.

Participation requires students to be actively involved in the learning process, which makes the classroom experience more meaningful. 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.

**Participation Policies**

<b>Guidelines for Evaluation of Class Participation</b>			
<b>Thinking, being creative, curious and sharing of your ideas with the class is important.</b>			
<b>Grade</b>	<b>Criteria</b>	<b>Points</b>	<b>Percentage</b>
“A” Level	In addition to the lists below, students who are judged to have	100-93%	

	<p>excellent participation will also ask questions which:</p> <ul style="list-style-type: none"> <li>• Clarify and synthesize discussion</li> <li>• Relate their ideas and/or experience to classroom topics</li> <li>• Contribute examples or counter-examples which are relevant to classroom topics</li> <li>• Challenge what is being taught with logic, examples and consideration</li> <li>• Acknowledge and extend the ideas and contributions of others</li> <li>• Relate content from class materials, readings and experiences to the discussion</li> </ul>	<p>(Active in class discussions, shares ideas, raises issues.) 92-90% (Interacts with class, discusses issues and subject matter.)</p>
“B” Level	<p><u>In addition to the list below</u>, students who are judged to have good participation will also:</p> <ul style="list-style-type: none"> <li>• Participate in the forum</li> <li>• Respond to other student’s comments</li> <li>• Respond thoughtfully and courteously</li> </ul>	<p>17.99-17.5 89-87.5% (Was responsive to issues and class discussions when asked.) 17.49-16.5 87-83% (Was “alive” during class, with some good contribution.) 16.49-16.0 82-80% (Was “alive” during class but contribution was minimal.)</p>
“C” Level	<p>Students who are judged to have just adequate participation will:</p> <ul style="list-style-type: none"> <li>• Will participate for the entire class</li> <li>• Be timely with responses</li> <li>• Be prepared for class</li> <li>• Provide intelligent and informed responses to inquiries</li> </ul>	<p>15.99-14.5 79-73% (Was “alive” during class, but not obvious to other students.) &gt;14.49 &gt; 72% (Was “alive” but all academic vital signs were non-functional.)</p>

I will use these definitions as my guide for determining grades, attendance and ethics issues.

- 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.

### **Awarding of Incomplete Grades**

A grade of "I" denotes that the required work for the course is incomplete due to extraordinary circumstances. The student must specifically request in writing from the instructor that such a grade be assigned. If accepted, the facilitator/instructor is responsible for establishing the time frame for completing the course requirements. This should be done as quickly as possible and communicated, in writing, to the student. The recommended time frame for completing the course requirements is within 30 days of the end of the course. However, the maximum allowable time to complete an incomplete grade is defined as the end of the semester following the semester during which the I/alternate grade was assigned. Spring semester grades are an exception; they are due at the end of fall, not summer, semester.

When submitting a grade of "I", the facilitator/instructor will also submit an alternate grade (e.g. "I/C", "I/D", etc.). 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.