Computer Education Application

CAT 200 Section 001

Spring 2014, Lecture

Maegan Slaten

Office Hours and Contact Information

Instructor Name: Maegan E. Slaten
Office Location: 324 Graves Hall
Office Hours: By appointment*
Phone: (205) 210-9637
Email: mslatencat200@gmail.com (Response will be provided within 24 hours during the week, and within 48 hours on the weekends)

Prerequisites

Prerequisite(s): CAT 100 and CS 102.

Course Description

Introduces computer applications relating to problem solving, critical thinking, instruction, data management, and Web page development.

Core Designations:

Computer Science
Student Learning Outcomes

Course Objectives and Student Outcomes are designed to further prepare tomorrow's professionals to use technology in their chosen careers professionally and efficiently and to enhance teaching and learning. The objectives are aligned with the International Society of Technology in Education (ISTE) National Educational Technology Standards (NETS) and the National Council for Accreditation of Teacher Education (NCATE).

NETS/ALSDE Technology Standards require:

Knowledge of:

- Strategies to identify and evaluate technology resources and technical assistance available within the school and district. .42(4)d(1)i
- Available and emerging technologies that support the learning of all students, including Web 2.0 tools. QTS(3)(c)4.(i)
- The wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities. QTS(3)(c)4.(ii)
- Strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources .42(4)d(1)iii
- Safe, responsible, legal and ethical uses of technologies including fair-use and copyright guidelines .42(4)d(1)iv; QTS(5)(c)5.(ii)
- Characteristics of appropriate and effective learner-centered lessons and units that integrate technology .42(4)d(1)v
- Technology tools for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students including but not limited to word processing, databases, spreadsheets, graphics programs, internet, and email .42(4)d(1)vi
- How to facilitate students' individual and collaborative use of technologies to locate, collect, create, produce, communicate, and present information .42(4)d(1)vii
- The variety and application of technologies that are sensitive to diversity, learning styles and special needs of all students .42(4)d(1)viii
- Processes and criteria for evaluating students' technology proficiency and students' technology based products within content area learning .42(4)d(1)ix
- The resources for enhancing professional growth using technology .42(4)d(1)x
- Media communication technologies to enrich learning opportunities QTS(3)(c)1.(iii)

Ability to:

- Identify and evaluate technology resources and technical assistance . 42(4)d(2)i
- Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning . 42(4)d(2)ii
- Use technology to enhance professional growth. 42(4)d(2)x
- Identify, evaluate, and implement Web 2.0 tools into classroom instruction and student assessment.
- Utilize a variety of Web 2.0 technologies and other online resources, and provide solutions for integrating Web 2.0 technology into classroom practices.
Utilize productivity and communication software to enhance learning; collaborate and publish projects with peers; and communicate with students, parents, and other concerned community members.

Students will:

- Practice methods to encourage use of technology as a learning tool.
- Identify the benefits of technology to maximize learning and facilitate higher order thinking skills.
- Demonstrate the ability to use a variety of current materials, technologies, and media.
- Demonstrate a sound understanding of productivity and communication software and be proficient in required use to enhance learning, increase productivity, and promote creativity.
- Identify available technology resources and analyze how accessibility to those resources affects planning for technology use and instruction.
- Recognize the ethical, cultural, and societal issues related to technology.
- Practice responsible use of technology systems, information, and software.
- Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Design technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students.
- Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Demonstrate the ability to select appropriate reading and research materials from sources like the Alabama Virtual Library and traditional Internet sites based on the students' interests, abilities, and grade levels.
- Demonstrate the ability to use Microsoft Word, Power Point, and other applications to prepare resumes, classroom papers, lesson plans/training, resources, and other assigned work.

Required Texts

**LEVER-DUFFY / TEACHING & LEARNING WITH TECHNOLOGY (Required)**

Other Course Materials

This course requires a microphone and headset and high-speed Internet connection and the following free multimedia plug-ins:

- Adobe Reader
- Flash Player
- PowerPoint Viewer
• Windows Media Player
• In the event that you will need a plug-in to listen to Media Site lectures, you will be prompted to download Silver Light.

You must have the microphone and headset installed and working properly on your computer before beginning the course.

This course will utilize the following software applications and tools:

• Microsoft Office Suite (Word, Excel, PowerPoint)
• Web Browser
• Blackboard Learn
• LiveClassroom (via Blackboard Learn)
• Wikis (www.wikispaces.com)
• Blogs (www.blogger.com)
• Other various Web 2.0 tools such as:
  • Prezi
  • SlideRocket
  • Animoto
  • LiveBinders
  • Google Docs
  • Cacoo
  • Edmodo
  • Evernote
  • Zoho Suite
  • Wallwishr
  • Survey Monkey
  • Twitter
  • Poll Everywhere

Outline of Topics

This course is organized into 7 learning modules; each module contains a set of assigned readings from the textbook and may contain a quiz, an assignment, and/or an activity. CAT 200 will be divided into modules presented on a 2-3 week basis. The module pages include information about all of the materials and assignments for that module. Each module includes multimedia lectures, readings, discussions, assignments, and/or assessments.

Exams and Assignments

<table>
<thead>
<tr>
<th>Assignments / Quizzes</th>
<th>Available Points</th>
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<table>
<thead>
<tr>
<th>Assignment/Quiz</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Creating the Blog</td>
<td>15</td>
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<td>Assignment 2: Technology in Education Paper</td>
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<td>Quiz 1: Chapter 1</td>
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<tr>
<td>Assignment 3: Learning Styles Inventory</td>
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<td>Quiz 2: Chapter 2</td>
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<td>Assignment 4: Wiki and Lesson Plan</td>
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<td>Quiz 3: Chapter 3</td>
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<td>Assignment 5: Dream Computer</td>
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<td>Quiz 4: Chapter 4</td>
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<td>Assignment 6: Resource Evaluation</td>
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<td>Quiz 5: Chapter 7</td>
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<td>Assignment 7: Virtual Field Trip</td>
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<td>Quiz 6: Chapter 8 (Final)</td>
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<tr>
<td>Assignment 8: Ethical, Legal, &amp; Social Issues</td>
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<tr>
<td>Discussions (7 posts at 10 points each)</td>
<td>70</td>
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<tr>
<td>Attendance and Participation (14 classes at 10 points each)</td>
<td>140</td>
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<tr>
<td>Completed Blog Portfolio</td>
<td>200</td>
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<td><strong>Total:</strong></td>
<td><strong>1700</strong></td>
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**Grading Policy**

All assignment grades will be posted on Blackboard Learn as soon as they are graded. To determine your current grade at any time during the course, divide your current total points by the total possible points up to that point and multiply by 100.
A+ =100 - 97%
(1700 - 1649 pts.)

A = 96 - 93%
(1632 - 1581 pts)

A- = 92 - 90%
(1564 - 1530 pts.)

B+ = 89 - 87%
(1513 - 1479 pts.)

B = 86 - 83%
(1462 - 1411 pts. )

B- = 82 - 80%
(1394 - 1360 pts.)

C+ = 79 - 77%
(1343 - 1309 pts.)

C = 76 - 73%
(1292- 1241 pts.)

C- = 72 - 70%
(1224 - 1190 pts.)

D+ = 69 - 67%
(1173 - 1139 pts.)

D = 66 - 63%
( 1122 - 1071 pts.)

D- = 62 - 60%
(1054 - 1020 pts.)

F= <60% (<1020 pts.)

Policy on Missed Exams & Coursework

Coursework:

All due dates for coursework are noted on the course schedule, as well as the course calendar on Blackboard Learn. Prior to completing each assignment, read assigned texts, view assigned presentations, and complete assignments as noted within each course module. Unless otherwise noted, all work must be submitted prior to the due date stated on the course schedule at 11:00 p.m to obtain full credit. If you are unable to complete the assignment or product by the original due date, you have one week to submit the assignment for partial credit. After this time, no assignments will be accepted. If you are unable to meet either of these deadlines due to illness, provide a doctor’s excuse to request an extension. If you have extenuating circumstances other than illness, contact the instructor to discuss your circumstances. Extensions will be granted on an individual case-by-case basis at the discretion of the professor.

All written assignments should be carefully prepared, processed and proofread. APA style should be followed. Refer to the *Publication Manual of the American Psychological Association*, 6th Ed. Additional resources are available at [The OWL at Purdue](https://owl.purdue.edu).

Quizzes:

All quizzes are given on the weeks we do not meet, and are open from 8:00 am on the first day until 11:00 pm on the last day, unless otherwise noted. The quizzes are administered through Blackboard Learn and can be taken from any computer with an internet connection. Each quiz is 50 questions and you have exactly one hour to take the quiz once you begin. You may use your book or any course materials during the quiz, however, you are expected to know the material so that you do not have to look up every question.

Because you can run into issues with technology, you are encouraged to begin the quiz as early as possible so that you can have time to troubleshoot if needed. Because you can take the quiz from any
computer, running into technology problems is not an applicable excuse for missing a quiz – if you run into problems that you cannot resolve, please find another computer or location to take the quiz.

Practice quizzes are available for each quiz. Practice quizzes will be open the Tuesday prior to the quiz date and will close at 8:00 am on the first day of the quiz. Taking the practice quizzes are not mandatory and are 'graded' solely for your benefit. No grade will be recorded for practice tests.

Missed Assignments and Quizzes:

Unless given permission by the instructor, no make-ups will be given for missed assignments or quizzes. If you do miss an assignment or quiz, you are encouraged to take advantage of the numerous extra credit opportunities throughout the semester, including the optional final (see below).

Optional Final Exam for Extra Credit:

No mandatory final will be given for this course; however, you will have the opportunity to take an optional final exam to make up for any missed points throughout the semester. This optional final will be comprised of 100 questions (taken from quizzes throughout the semester) and will be worth 100 points. Because it is solely for bonus points, whatever grade you make on this quiz will be added to your total point value, but will not be added to the total points possible. Again, this quiz is completely optional and you will not be penalized for not doing well on it or not taking it.

Attendance Policy

Attendance is required for the scheduled class meetings and is part of the course grade. Each class meeting is worth 10 points: 5 points for attending class and 5 points for completing class activities as assigned. If you arrive more than 30 minutes late to class, you will be deducted 5 points. Learning is also facilitated through Blackboard Learn and students are expected and required to check their Blackboard Learn account and e-mail at least once a day.

Because attendance points are given based on attendance and class participation, no attendance points will be given to students who miss a class, regardless of the reason. If you cannot attend class, you will still be responsible for all information presented. After each class, a “Class Synopsis” is posted to the course blog, detailing general information discussed in class (information about assignments, due dates, etc.); however, you are encouraged to get lecture notes from a classmate as lecture content will not be included on the “Class Synopsis” posts.

Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain
in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at http://wvuatv.com/content/weather. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check http://wvuatv.com/content/free-email-weather-alerts for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Policy on Academic Misconduct
All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the Code of Student Conduct for more information.

CE 401 Section 001

Spring 2014, Combined lecture/lab

Dr. Glenn Tootle

Office Hours and Contact Information

Office: 1108 Bevill

Office Hours: 1 to 2pm Monday and Wednesday and by appointment

Prerequisites

Prerequisite(s): CE 320 with a minimum grade of C- And CE 350 with a minimum grade of C- And CE 378 with a minimum grade of C- And Six (6) credit hours of 400- or 500- level CE courses with a minimum grade of C- And Two (2) of the following (may be taken concurrently): CE 424 or CE 524 CE 425 or CE 525 CE 427 or CE 527 CE 442 or CE 542 CE 451 or CE 551 CE 457 or CE 557 CE 459 or CE 559 CE 475 or CE 575 CE 485 or CE 585.

Course Description

Use of software to design projects in teams, prepare construction drawings and deliver engineering reports. This class is normally taken during the last term on campus. Writing proficiency within this discipline and computing proficiency are required for a passing grade in this course.

Core Designations:

Writing
Computer Science
Student Learning Outcomes

Foundational Outcomes
• Solve problems in mathematics through differential equations, probability and statistics, calculus-based physics, general chemistry, and one additional area of science.
• Explain the importance of (1) humanities, literature, and fine arts, and (2) history and social behavior in the professional practice of civil or construction engineering.

Technical Outcomes
• Analyze and solve problems in material science, mechanics of solids, and mechanics of fluids.
• Select and conduct program-relevant civil or construction engineering experiments to meet a need, and analyze and evaluate the resulting data.
• Apply relevant knowledge, techniques, skills, and modern engineering tools to identify, formulate, and solve engineering problems, including:
  ◦ BSCE: problems in at least four technical areas appropriate to civil engineering
  ◦ BSCOnE: problems in construction processes, communications, methods, materials, systems, equipment, planning, scheduling, safety, economics, accounting, cost analysis and control, decision analysis, and optimization.
• Explain the impact of historical and contemporary issues on civil or construction engineering, and predict possible impacts of a specific, relatively constrained engineering solution on the economy, environment, and society.
• Develop solutions to well-defined project management problems within civil or construction engineering.
• Design a system or process in more than one program-relevant civil or construction engineering specialty field to meet desired needs, including sustainability and within other realistic constraints such as economic, environmental, social, political, ethical, health and safety, and constructability.
• Explain key aspects of at least one traditional or emerging program-relevant area of advanced specialization.

Professional Practice Outcomes
• Analyze a situation involving multiple conflicting professional, legal, and ethical interests to determine an appropriate course of action.
• Organize and deliver effective written, verbal, graphical and virtual communications.
• Demonstrate the ability to learn through independent study, without the aid of formal instruction.
• Demonstrate attributes supportive of the professional practice of engineering; apply leadership principles to direct the efforts of a small group to solve a relatively constrained problem; and function effectively as a member of a multidisciplinary team to solve open-ended engineering problems.
• Explain the importance of licensure, and basic concepts in engineering management, business, law, public
administration, public policy, and globalization as related to the professional practice of civil or construction engineering.

### Required Texts

<table>
<thead>
<tr>
<th>UA Supply Store Textbook Information</th>
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<tbody>
<tr>
<td>NONE / NO TEXT REQUIRED <strong>(Required)</strong></td>
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### Outline of Topics

**Senior Design Class - Spring 2014 Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Notes</th>
<th>Lecturer</th>
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</thead>
<tbody>
<tr>
<td>Wednesday, January 08, 2014</td>
<td>Project Scope</td>
<td>Individual surveys &amp; site program</td>
<td>Schoel</td>
</tr>
<tr>
<td>Monday, January 13, 2014</td>
<td>Assign Team Leaders and Horizontal Groups</td>
<td>Discuss preliminary presentation requirements and provide boundary &amp; topographic survey</td>
<td>UA</td>
</tr>
<tr>
<td>Wednesday, January 15, 2014</td>
<td>Preliminary Presentations</td>
<td>Qualifications, resumes, &amp; work schedule</td>
<td>ALL</td>
</tr>
<tr>
<td>Monday, January 20, 2014</td>
<td>Martin Luther King Jr. Birthday</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Notes</td>
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<tr>
<td>Wednesday, January 22, 2014</td>
<td>Site Layout Basics</td>
<td>Locate building on site</td>
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<td>Determining Design Fees, Tracking Cost, and</td>
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<td>Sharing Information</td>
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<tr>
<td>Monday, January 27, 2014</td>
<td>AutoCAD Basics</td>
<td>Overview of AutoCAD</td>
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<td>LBYD</td>
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<tr>
<td>Wednesday, January 29, 2014</td>
<td>Grading lecture/work day</td>
<td>Grading basics</td>
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<td></td>
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<td>and site layout</td>
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<td></td>
<td>Schoel</td>
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<tr>
<td>Monday, February 03, 2014</td>
<td>Work Day</td>
<td>Site plan over the</td>
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<td>shoulder review</td>
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<td>Wednesday, February 05, 2014</td>
<td>Grading Basics/AutoCAD Overview</td>
<td>Site grading</td>
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<td>principles and</td>
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<td>how to work with</td>
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<td>CAD</td>
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<td>Monday, February 10, 2014</td>
<td>LEED for Sites</td>
<td>Sustainable site</td>
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<td>design concepts</td>
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<td>LBYD</td>
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<tr>
<td>Wednesday, February 12, 2014</td>
<td>Stormwater Design Basics, Intro to Corps</td>
<td>Overview of storm</td>
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<td>drainage design for sites</td>
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<td>Schoel</td>
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<td>Monday, February 17, 2014</td>
<td>Work Day</td>
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<td>over the shoulder review</td>
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<td>Wednesday, February 19, 2014</td>
<td>Work Day</td>
<td>Preliminary storm</td>
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<td>over the shoulder review</td>
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<td>Monday, February 24, 2014</td>
<td>Site Utility Basics</td>
<td>Water and sanitary</td>
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<td>Date</td>
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<td>February 26, 2014</td>
<td>Work Day</td>
<td>Over the shoulder review</td>
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<tr>
<td>March 03, 2014</td>
<td>Geotechnical Report Review</td>
<td>Interpreting a soils report TTL</td>
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<td>March 05, 2014</td>
<td>Mid Term Presentations</td>
<td>Group presentations ALL</td>
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<tr>
<td>March 10, 2014</td>
<td>Presentation Review</td>
<td>Feedback and suggestions on mid term</td>
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<tr>
<td>March 12, 2014</td>
<td>Cost Estimating Basics</td>
<td>Cost estimating review Back</td>
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<td>March 17, 2014</td>
<td>Work Day</td>
<td>Over the shoulder review</td>
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<tr>
<td>March 19, 2014</td>
<td>Stream &amp; Wetland Basics</td>
<td>Review of stream &amp; wetland impacts on site design COE</td>
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<td>March 24, 2014</td>
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<td>March 26, 2014</td>
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<td>April 02, 2014</td>
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<tr>
<td>Monday, April 07, 2014</td>
<td>Work Day</td>
<td>Overt the shoulder review</td>
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<td>Work Day</td>
<td>Presentaiton preparation UA</td>
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<td>Monday, April 14, 2014</td>
<td>Final Presentation Practice Session</td>
<td>Dry run on presentation UA</td>
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<td>Wednesday, April 16, 2014</td>
<td>Final Presentations</td>
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<tr>
<td>Monday, April 21, 2014</td>
<td>Exit Interviews</td>
<td>Ken</td>
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<tr>
<td>Wednesday, April 23, 2014</td>
<td>Exit Interviews</td>
<td>Ken</td>
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Severe Weather Guidelines

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See the Code of Student Conduct for more information.
Business Programming II

CS 220 Section 001

Spring 2014, Lecture

Edgar Hassler

Office Hours and Contact Information

M/W/F 1pm-3pm, or by Appointment.

Prerequisites

UA Course Catalog Prerequisites

Prerequisite(s): CS 120 or CBH 101.

Course Description

UA Course Catalog Information

This course builds on the concepts and expertise gained in data driven problem solving and computer programming. It explores problem formulation, solution designing and object-oriented construction of business applications. This course concentrates on problem decomposition, design, construction and testing of individual programs. Computing proficiency is required for a passing grade in this course.

Core Designations:

Computer Science

Student Learning Outcomes

This course examines the basics of designing and constructing object-oriented and event-driven
business applications using C#, and related problem decomposition techniques. It builds on your prior problem solving and programming exposure while concentrating on the construction and testing of individual business programs.

Goals of the course ensure computing proficiency, specifically:

1. To design and implement object-oriented design and construction techniques in computer programming C#.
2. To design and implement event-driven design and construction techniques in computer programming C#.
3. To advance understanding and capabilities related to problem decomposition.
4. To enhance understanding and use of software development tools.
5. To enhance troubleshooting skills for program validation and verification.
6. To promote professionalism in software development.

**Required Texts**

**FARRELL / PROGRAMMING LOGIC & DESIGN: COMPREHENSIVE**

**Other Course Materials**

Thumb drive, Google docs or windows live skydrive to store files, Tutorials and additional readings will be available online from the Microsoft Academic Alliance and/or eLearning.

**Outline of Topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>C# Coding Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview and Programming Lab, Exercise &amp; Project Logistics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>C# fundamentals (review) ADT</td>
<td>Program set 1 Due</td>
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<tr>
<td></td>
<td>C# fundamentals Abstract Data Types Records and Aggregations</td>
<td></td>
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<td></td>
<td>C# fundamentals FILE I/O SEQUENTIAL, Text</td>
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<td></td>
<td>Topic</td>
<td>Due Date</td>
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<tr>
<td>3</td>
<td>C# fundamentals FILE I/O Direct, BINARY</td>
<td>Program set 2 Due</td>
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<td>4</td>
<td>Debugging</td>
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<td></td>
<td>Testing: Verification and Validation</td>
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<tr>
<td></td>
<td>Overloading/Constructors</td>
<td>Program set 3 Due</td>
</tr>
<tr>
<td>5</td>
<td>Code WalkThroughs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Classes in C#</td>
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<td></td>
<td>Encapsulation/Functions technicals in C#</td>
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<tr>
<td></td>
<td>Overloading/Constructors</td>
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<td>7</td>
<td>Destructors Coupling &amp; Cohesion in C#</td>
<td>Project 1 Due</td>
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<td></td>
<td>Composition &amp; Aggregation in C#</td>
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<td>8</td>
<td>Inheritance in C#</td>
<td>Project 2 Due</td>
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<td></td>
<td>Inheritance in C#</td>
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<td>9</td>
<td>Event-Driven in C#</td>
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<td>Graphic User Interfaces (GUIs) in C#</td>
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<td>10</td>
<td>Graphic User Interfaces (GUIs) in C#</td>
<td>Project 3 Due</td>
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<td></td>
<td>Debugging and Testing Objects</td>
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<tr>
<td>11</td>
<td>Code WalkThroughs</td>
<td>Project 4 Due</td>
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<td>Exam #2</td>
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</tr>
<tr>
<td>12</td>
<td>Spring Break</td>
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<tr>
<td>13</td>
<td>Exception handling in C#</td>
<td>Project 5 Due</td>
</tr>
<tr>
<td></td>
<td>Abstract Classes in C#</td>
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</tbody>
</table>
**Exams and Assignments**

The final grades will be based upon the following components:

**Program Set** Pass/Fail: Program sets due weekly at the beginning of the week during the first 3 full weeks of class. These expand on the material taught in CS 120. Must be completed to take Exam 1.

**Individual Programming Projects** 0-100: 5 C# development projects are due throughout the semester. Each is required to be completed to pass the course. The programs will generate business applications. The requirements for these will be given at least 1 week prior to their due date.

**Team Programming Project** 0-100: 1 C# development project will be due at the end of the semester. This project will include 3 to 4 individuals working together. Each programmer will be responsible for a module of the final application. In addition all moduals must work seamlessly together.

**Exams:** 3 equally weighted exams will be given, including the final. All exams must be taken to receive a passing grade. These exams will include programming components that must be completed during the exam period.

**Grading Policy**

To pass the course, computing proficiency is required. Computing proficiency to pass the course will be assessed through:

Program Sets (Pass/Fail), Programs 50%  Exams 40%  Participation and Quizes 10%

Students must receive a passing grade on the final exam in order to receive a passing
grade for the class. If a student receives a grade on the final exam that is less than 70%, the final exam score will be used as your final score for the entire course.

Other Grading tips:

- Quizzes will be given to gain feedback, and will not be announced
- Handwritten assignments are NOT acceptable.
- Multi-paged assignments must be stapled
- Participation includes positive peer mentoring

Policy on Missed Exams & Coursework

Make-up exams are allowed only in extreme cases. Computer lab assignments and independent lab exercises are mandatory and are to be submitted at the beginning of the class in which they are due. A late penalty will be assessed as discussed previously. Exams will include definitional, conceptual, syntactical, logical and programming components. Examinations must be taken on the scheduled dates and times. **Failure to complete any exercise, assignment, or test satisfactorily will result in failing the course.**

Attendance Policy

Students are responsible for any changes made to examination dates or assignments announced in class. Students are expected to attend all course meetings.

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See the [Code of Student Conduct](http://wvuatv.com/content/code-of-conduct) for more information.
Faculty Information

Mrs. Juanita McMath is a faculty instructor in the Consumer Sciences Department in the College of Human Environmental Sciences. A welcome letter and multimedia introduction in the course will tell you about Mrs. McMath.

Office Hours and Contact Information

All faculty members maintain cyber office hours by use of SKYPE, email, and departmental cell phone. Each faculty member posts his/her individual availability (time when email will be read; time when students may access the faculty member via SKYPE or can be scheduled by appointment or if you see faculty online active on SKYPE for an instant meeting). The departmental cell allows students to leave a voice mail for the individual professor, with that message forwarded to the instructor’s email as a message and as an mp3 file. All faculty have Blackberry access to their email accounts. Speak clearly leaving your name, course, issue and Crimson email. All faculty monitor their email accounts during the day. If you have SKYPE loaded, you can also see when faculty are online to request a meeting.

Cyber Office Hours for Mrs. McMath: Tuesday, Wednesday and Thursday from 9am-11am and 1:30pm-3:30pm by email, SKYPE or departmental cell. Other times by appointment.

Prerequisites

Prerequisite(s): CS 102 or CSM 101.

Must have Junior or Senior Standing to Enroll.
Course Description

Provides students with skills to live and work in a digital environment by developing technological skills in use and application of computers, Internet, and other digital tools.

Core Designations:

Writing
Computer Science

The course provides students with skills to live and work in a digital environment by developing technological skills in use and application of computers, Internet and other digital tools. Writing proficiency is required to pass this course. Computing proficiency is required to pass this course.

Additional Course Information

This course meets the computer (C) and writing (W) requirements for undergraduates. The course is designed to provide the student with skills in the specialized applications of computers, Internet, and other digital tools for use. Substantial written assignments are associated with course activities. The purposes of the class are to prepare students to live and work in a digital environment and to allow for the development of technology skills related to product development within the context of a particular discipline. In addition, students produce an online eport (electronic portfolio), ideally for use for job applications, graduate school plans, etc. Every effort is made to individualize the products in the class based on each student's academic major. Writing proficiency is required for a passing grade in this course (cumulative average of all writing assignments, 60 or better. *Computing proficiency is required to pass this course.

This is a web-assisted class in which students learn new digital technologies, but also set up professional LinkedIn accounts, create professional portfolios on GOOGLE SITES, host meetings via SKYPE, and use social media for professional purposes. Since the focus of the class is on how to work in a digital environment using computer-mediated tools, the instructional model used employs these same tools. The class does not meet in the traditional sense, though there will be some scheduled meetings by individuals and groups using computer-mediated tools (SKYPE, GoToMeeing, etc).

The course assumptions include that the student:

- has mastered the basic use of the computer and has a general working knowledge of his/her own personal hardware.
- has mastered the basic skills associated with word processing and presentation media such as Prezi and/or PowerPoint through previous experiences and/or classes.
- will accept responsibility for acquiring the assumed skills if, for some reason, the student's pre-
requisite experience did not include these basic skills, including doing the application classes and open class activities associated with achieving the basic competency.

- will focus most of the effort in learning the appropriate technical skills on the student's own equipment so that he/she can continue to use after the class concludes the technology skills learned in the class.
- will demonstrate skills in writing equip to those normally required of an upper division (junior, senior) student.
- can use his/her own personal equipment for the course in terms of basic tools and maintenance.
- will use only their crimson email accounts for all email communications in the course.

**Required Texts**

Textbook data from the Supply Store not found for this course.

**NONE / NO TEXT REQUIRED**

**Other Course Materials**

**Course Materials in Lieu of Textbook[1]**: Each student is expected to purchase the following:

- **REQUIRED: Headset Microphone** (about $12-20) - Each student should have his/her own “boom” or ‘headset’ microphone to record audio files on the computer and to communicate via tools such as VoIP (SKYPE). The class instructors will use SKYPE in this class, and the students will need to have their own headset microphone as described. It is also required for making MP3 files. The student’s computer may have a built in microphone, but a headset microphone is still required in order to produce the required technical level for recording for the class. Students who prefer to use their built-in microphones may find that the quality of products created may not meet the required standards and result in a loss of points on some products.
- **REQUIRED: Personal Computing Device(s)** – Each student must have his/her own personal computing device(s) in the form of a tablet computer (such as an iPad from Apple, Galaxy by Samsung or Excite from Toshiba), a netbook (such as from Dell), a laptop and/or a desktop (Mac or PC).
- **REQUIRED: Professional-looking photo** - Students need some professional-looking photos (at least one) in digital format (.jpg or .gif) for this class. Informal photos will not be acceptable because of the focus on the electronic portfolio for the purpose of job searches. Students will need at least one professional looking photo in digital format (.jpg or .gif) in professional dress. For males, it will be suit and tie; for females, it is a suit or other professional dress. No photos from weddings, canoe trips, etc. This is advanced warning that such a photo is going to be required, perhaps fairly early in the class.
• **REQUIRED: Software** - Microsoft WORD (not WORKS) and Microsoft PowerPoint

• **REQUIRED: Backup Tools or Strategy** - It is recommended that students have some means to back up work done for this class. Options are

  a) external devices such as USBs, though some of the media files will be quite large,

  b) uploading all work done to the student’s BAMA account, using it as an off-site backup, or other backup arrangements made.

Saying that one’s computer crashed, was stolen or left at home, or, in some way is unavailable, will not be acceptable as an excuse because advance notice and warning is provided here recommending some kind of backup in light of the possibility of one of more just such events. Students must back up work for this class.

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[1] These tools may change just prior to the beginning of class to reflect new technologies and trends in use, but these notifications will be posted as the class begins.

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**Course Activities and Requirements**

The course activities provide opportunities for each student to extend his/her current computing knowledge to applications specific to his/her chosen major. Students, using prior skills, analyze how organizations are using current tools and how a virtual presence might be achieved by building on existing computer skills in productivity. Course activities expand those skills to include developing a virtual presence, working asynchronously via technology and working collaboratively.

- Multimedia lectures and electronic discussions of course content
- Assigned readings, classroom activities, projects and external activities

The class ‘lectures’ may take any number of formats, since these ‘lectures’ are stored and delivered electronically, typically asynchronously. While students are conditioned to know how to behave in traditional classroom settings and to recognize the ‘lecture’ part of the class, this online class may seem confusing at first. However, once the student realizes that all of the instructions, background, information, demonstrations and other activities associated with the concept of ‘lecture’ are located on the lesson and available 24/7, he/she will become more comfortable. Spending time reading and click on the materials provided online will help a great deal. There are NO SHORTCUTS. Below is a chart of possible formats for ‘lectures’. Students often say things such as “I can’t find the instructions for the assignment”. That means that he/she has not fully explored the materials provided, including the ‘lecture’ formats. Lectures may be written documents (.pdf), podcasts (.mp3), videos, presentations (some with sound included) such as Prezi or Power Point, and other emerging media formats. These lectures cover the same content the professor would present in a traditional, face-to-face, standup lecture in a classroom.
Each topic in the class has these features: Lectures, Learning Activities, and Assignments. Students are required to go through all of the lectures and the accompanying learning activities before attempting the assignments. Learning activities are similar to lab or homework assignments in a traditional class. Performance on the assignment correlates positively with time spent on the lectures and the learning activities. To not do the lectures is like skipping a traditional class. Not doing the learning activities is the same as skipping lab or not doing homework. Writing assignments focus engaging the student in reflective thinking and critical writing of journal articles related to their respective fields and the technology topics.

**Student Learning Outcomes**

**Course Goals:** The course goals include those shown below. These goals describe the broad expectations that guide the development of the specific activities in each class section. It is from these goals that each set of activities emerge each term, meaning that the goals may remain the same but with different learning activities each term.

**1.0** Students will understand computer-mediated communications, including collaboration, as applied within his/her major area of studies.

**2.0** Students will be aware of Web 2.0 tools, such as social networking, as a major force in communications, including job searches, within his/her major area of studies.

**3.0** Students will exhibit an understanding of the use of APA in the preparation of electronic and traditional documents as well as other basic writing structures and conventions.

**4.0** Students will understand the importance of an individual’s web presence as it might be related to present and future audiences and the tools required to manage that presence efficiently and effectively.

**5.0** Students will understand the role played by culture in creating and using web-based materials as part of a global economy.

**Student Learning Outcomes and Outcome Measures:** The student will develop cognitive competencies and/or skills for working and living in a digital environment including those shown below. These are the specific objectives and their related outcomes that define the course. These provide the foundation for teaching and assessment in this course:

<table>
<thead>
<tr>
<th>Student Learning Outcomes (Objectives)</th>
<th>Outcome Measures (Evidence – Assessments)</th>
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<tbody>
<tr>
<td>Advanced uses of computer technologies</td>
<td>Demonstration of ability to use email, prepare an electronic portfolio, download and use personal</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
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<tr>
<td><strong>including vocabulary (glossary) mastery</strong></td>
<td>productivity tool by turning in products as evidence of skill use and proper use of vocabulary in correspondence and products for class.</td>
</tr>
<tr>
<td><strong>Application of writing skills in telecommunications and printed products</strong></td>
<td>Essays, electronic postings, article abstracts, blog postings, and/or papers, following, where appropriate, APA standards, with technology as themes, applied to the various majors reflected in the class membership, meeting standards provided (rubric) for each assignment.</td>
</tr>
<tr>
<td><strong>Demonstration of technology-mediated communication skills</strong></td>
<td>Demonstration of ability to use conventions in professional and personal email use, ethics, and email attachments, as well as blogs, wikis, online discussion forums, and/or other forms of social media.</td>
</tr>
<tr>
<td><strong>Development of skills including advanced digital media and user-input applications in Web 2.0</strong></td>
<td>Presentation of individual electronic portfolios in online format, including digitized audio files, graphic images and artifacts from coursework</td>
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<tr>
<td><strong>Review and examination of the use of web-based multimedia products and tools, including streaming video and audio</strong></td>
<td>Essays, electronic postings on blogs and wikis, and, in some cases, papers concerning the use of web-based multimedia products from web sites in the various fields represented by students in the class, including site analyses.</td>
</tr>
<tr>
<td><strong>Application of current best practices in Internet use, both personal and professional, tailored to the various majors served by the course.</strong></td>
<td>Preparation of products such as electronic portfolio, demonstration of efficient searching techniques, and demonstration of ethical use in class activities, as per copyright and plagiarism via class performance and products about these topics</td>
</tr>
<tr>
<td><strong>Acquisition and support of personal tools for digital environments at home</strong></td>
<td>Downloading of personal tools such as anti-virus tools and procedures, and basic maintenance of equipment.</td>
</tr>
<tr>
<td><strong>Personal and professional responsibility for use of technology is the social context of their own living and working communities, including community service projects</strong></td>
<td>Downloading of personal tools such as anti-virus software, demonstration of use of email conventions in group (professional), and use of blogs and discussion forums</td>
</tr>
<tr>
<td>Collaboration via distance technologies, including team, online projects</td>
<td>Appropriate and accurate use of discussion forum, blogs, site reviews, and collective position papers.</td>
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<tr>
<td>Uses of technology with culturally diverse populations and in international contexts (e.g. international/national collaborative projects completed on-line and development of individual and collaborative home pages)</td>
<td>Comprehensive review of sites related to international audiences and culturally diverse groups, ideally within their own chosen professional field</td>
</tr>
<tr>
<td>Review and evaluation of distance technologies for life-long learning</td>
<td>Reports on reviews of online professional development opportunities in their own field</td>
</tr>
</tbody>
</table>

**Class Communications**

All correspondence related to CSM 447 all sections should go to the email shown below with questions, comments and all communication related to the class:

```
csm447@ches.ua.edu
```

Also faculty members can be reached at 205-799-1567; this is the departmental cell, which sends your voice message to the professor as an email when you leave a message. Faculty can also be reached via their individual email accounts or SKYPE, but class communications should go through the email for the appropriate section.

**All students must use only their crimson email accounts.**

**Announcements:** For all sections, professors will use ANNOUNCEMENTS on Blackboard Learn Portal to communicate information to you as a group instead of sending group emails; past groups indicated that they preferred the use of the ANNOUNCEMENTS feature instead of having to try to find the past information in past emails! Also students sometimes forget to keep their CRIMSON email accounts purged, meaning it is possible that students miss important emails from the class. For that reason, almost all if not ALL of the group communications will be through ANNOUNCEMENTS.

**TWITTER will be used.** Information from Announcements will be repeated on TWITTER also so that students can get it more quickly. TWITTER is used, too, to illustrate how it may be used by your employers and others in the professional world.

The Crimson email account will be used to communicate with students individually to return
assignments and any individual work needed. Be sure it is working and you know how to use it. Check it often for personal communications.

**Blackboard Learn Platform:** Students enrolled in sections 001, 901 and 990 will always access the course through the Blackboard Learn Portal, making it easy to consistently find the materials, announcements and other information needed to succeed in the class. Lectures, learning activities and assignments are found in the learning management system, Blackboard Learn.

**Outline of Topics**

**Introduction to the Course**

**Computer-mediated and Cloud-based Tools**

**Future of Work**

**Managing Web Presence**

NOTE: The assignments vary each term, depending on the majors included in the class and the emergence of new technology tools. All are announced in advance to give sufficient time for students to complete them.

There are online quizzes on some topics, but the majority of the assessments require other skills; examples may include downloading software, creating written products (traditional and technology-mediated), and creating a personal online presence. The precise nature of these varies with the group and the term as technologies change.

Learning activities such as those shown below (though these may not be the specific assignments for this particular group) comprise the course; these may vary each term, though the goals and objectives will remain consistent.

- Development of an electronic eportfolio
- Written products, including research paper, article reviews, blogs, wiki postings, and Twitter
- Security and risk analysis reviews of personal equipment and use

**Exams and Assignments**

There are no tests. All assessments require other skills; examples may include downloading software, creating written products (traditional and technology-mediated), and creating a personal online presence. The precise nature of these varies with the group and the term as technologies change. There
are quiz assessments as well.

The majority of the assessments require other skills; examples may include downloading software, creating written products (traditional and technology-mediated), and creating a personal online presence. The precise nature of these assessments varies with the group and the term as technologies change.

Learning activities such as these shown below (though these may not be the specific assignments for this particular group or term) comprise the course; these may vary each term, though the goals and objectives will remain consistent.

- Development of an electronic eportfolio
- Written products, including research paper, article reviews, blogs, wiki postings, and twitter
- Security and risk analysis reviews of personal equipment and use

**Schedule of Assignments and Late Work:** The Calendar on the online portal shows the precise dates and deadlines. Assignments, as shown on the Calendar, are due by a specific date and time (Central Standard Time or Alabama time). All assignments are turned in electronically with specific instructions listed on each assignment. **No late work will be accepted or graded.**

If the student is unable to complete the product by the due date because of illness, he/she must provide a written, signed doctor's excuse to the instructor. If the student has extenuating circumstances other than illness, contact the instructor or TA by E-Mail at the course email csm447@ches.ua.edu to discuss the circumstances before an assignment is due, not at the end of the term. All such discussions should occur as soon as possible and not delayed. Jury duty and military duty are other validated excuses; provide the letter prior to missing class to your instructor or TA.

The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

NOTE: The assignments vary each term, depending on the majors included in the class and the emergence of new technology tools. All are announced in advance to give sufficient time for students to complete them.

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**Grading Policy**
Each student is expected to complete cognitive activities on course content or to demonstrate skill acquisition through product development. Products, skill demonstrations and cognitive assessments are used as options for evaluation in this course.

Exceptions to Deadlines: Students who are excused from assessments or who miss assessments due to religious or other valid reasons may take the assessment prior to the scheduled due date through prior arrangements with the TA or class instructor (e.g., military duty in field, jury duty, etc.). An illness requires a written medical excuse from the doctor.

Writing proficiency is required for a passing grade in this course (60 or better average on writing assignments).

Written assignments require coherent, logical and carefully edited prose. Written assignments will be graded and commented upon and become part of the assigned grade. A student who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well the student performs other course requirements.

Students cannot pass the course, regardless of the overall grade, if they do not demonstrate passing work in the writing assignments (60 or better). Even if the student has an average in the overall course that is passing, if the writing assignments are not satisfactory for a passing grade, the student will not pass the course. The instructor for each section will help students find assistance with writing skills, including recommending the student contact the Writing Center.

*Computing proficiency is required to pass this course.*

Rubrics and Instructions for Turning in Work: Each product in this class has a grading rubric (standard) with the assignment. One or more of the writing assignments will be graded and returned by mid-term grade reporting. The majority of the writing assignments will be graded and returned prior to the last day to withdraw from a course with a grade of W. It is highly recommended that students review those rubrics and use them to grade their own work using the rubric PRIOR to turning in the assignment. This gives the student a chance to correct any flaws or deficiencies in the product before turning it in to the assignment mailbox. There are often also sample products provided for some assignments. Products have specific due dates and times, after which products will not be accepted, unless the delays are the result of illness, religious holiday notification prior to due date needed) or prior arrangements for other circumstances have been made with the professor on email to receive an extension. Each product has specific instructions for turning in the products. Be sure to follow those instructions carefully to guarantee that the assignments reach the professor.

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Grading Criteria: The grade for the course will be based on explicit criteria for each type of product and
for points awarded for any assignment. Points available for this course are associated with each competency. Final course grades will be determined as follows:

A+ = 100-98  A = 97-94  A- = 93-90
B+ = 89-88  B = 87-84  B- = 83-80
C+ = 79-78  C = 77-74  C- = 73-70
D+ = 69-68  D = 67-64  D- = 63-60
F < 60

Writing proficiency (60% or better on writing assignments) is required for a passing grade in this course. At least two written individual assignments are required; group writing assignments or group reports are not appropriate.

Computing proficiency is required to pass this course.

**Policy on Missed Exams & Coursework**

**IMPORTANT: NO LATE assignments are accepted.**

If the student is unable to complete the product by the due date because of illness, he/she must provide a written, signed doctor’s excuse to the instructor in a timely manner. If the student has extenuating circumstances other than illness, contact the instructor or TA by E-Mail to discuss the circumstances prior to the published deadline.

This is explained elsewhere, too, in this syllabus (GRADING POLICY and SCHEDULE OF ASSIGNMENTS & LATE WORK).

**Attendance Policy**

**Attendance:** This class is a web-assisted class, with all of the materials available on the online learning platform provided by UA and/or other online locations. Attendance is not required in the traditional sense. What IS required is that, in lieu of actual attendance in the lab or a classroom, the student should spend sufficient time on his/her own computer to master the content.

Each student needs to plan to spend AT LEAST as much time at the computer reading the web site as might be spent sitting in a three-credit course, in addition to the time required for homework and to complete the products.

For a typical class, students are expected to go to class 150 minutes per week; in addition, the rule of thumb is 2 or 2.5 times as much time for study and preparation as spent in class. Therefore, 2 x 150
minutes in class means students should plan to spend at least 300 minutes (5 hours) plus the 150 minutes per week spent actually ‘in’ class. That is 450 minutes per week, meaning students should plan to spend 7.5 hours per week on this class, at least, doing work in order to maintain regular progress. If the student’s typing and computer skills are more advanced, it may take less; if skills need refinement and practice, it may take longer.

There are no short-cuts for this course. Students have to take the time to read the instructions, do the activities and produce the products. **Attendance is defined as the time spent at the computer, working on the course content.** If students try to go directly to the assignments, without doing the reading, preparations and study, he/she will be frustrated and find the assignments confusing and difficult. And those students typically make a lower grade. Also if students try to do each assignment on the day it is due, time often runs out and/or the student does poor work. Students are urged to work ahead of the deadlines as stuff happens with technology; allow time to finish and do a good job.

Email is a major part of 'attendance', so check email daily while in class or doing assignments. Students may only use **ONE email account for this class: CRIMSON EMAIL.** For CRIMSON EMAIL, each student has his/her own password; do not share that email password with anyone. To do so is to violate the University’s Honor Code, and violators will be subject to the same penalties as in any other violations. Students who do not know how to manage Crimson email will miss important communications because this is the official connection The University uses, and it is also the official communication channel for this course. Be sure to use the proper class account email for your section.

**Extra Credit Opportunities**

There may be the option of bonus activity during the final quarter of the course. If a bonus is offered, it will be announced in Blackboard Learn Announcements area.

**Special Notes**

1) Students should contact the instructor or TA regularly via e-mail at the class email account for assistance as needed and not wait until the end of the term to request assistance. Learning how to formulate specific questions is a critical skill in a technology course, so the student should work with the instructors and TAs.

2) Instructors have tools to allow them to provide computer-mediated assistance, including accessing, with permission, the student’s computer, so professors can assist students electronically just as they might if the student brought his/her computer to a campus office. In the event the issue lies outside the course, students will be referred to the Office of Information Technology help desk.

3) Students are expected to have at least basic understanding of how to use their own personal machines (tablets, netbooks, laptops, and/or desktops) as this is not a class to teach basic computer use.
4) Students are expected to have basic knowledge as to how to set up files, folders, and to use basic indexing tools to find and manage documents on their personal computing tools.

5) This document may contain errors, for which the department and faculty members apologize. If any errors are noted, please let the lead professor(s) know so the errors can be corrected.

6) The faculty reserves the right to make changes in the schedule and the content as deemed appropriate or as required by changes in the technology.

Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at http://wvuatv.com/content/weather. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check http://wvuatv.com/content/free-email-weather-alerts for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a
building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

Policy on Academic Misconduct

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the Code of Student Conduct for more information.
Introduction to the use of basic statistical concepts in business applications. Topics include extensive graphing; descriptive statistics; measures of central tendency and variation; regression, including transformations for curvature; sampling techniques; designs; conditional probability; random variables; probability distributions; sampling distributions; confidence intervals; and statistical inference. Computer software applications are utilized extensively. Emphasis throughout the course is on interpretation. Computing proficiency is required for a passing grade in this course.

**Core Designations:**

Computer Science
variation, probability, discrete and continuous probability distributions. Statistical inference is based on confidence interval estimation.

**Student Learning Outcomes**

After successful completion of this course, students will:

- be able to view decision-making problems from a quantitative perspective.
- understand the importance of data collection and analysis in making business decisions.
- be able to assess technical presentations effectively.
- be proficient with graphical exploration tools for extracting information from data.
- see the relevance of statistics in everyday life.
- know when to be skeptical of data results.

**Required Texts**

**UA Supply Store Textbook Information**

NONE / INTRO TO BUSINESS STATS *(Required)*

"CengageNow Access" Card is NOT needed.

Buy the book ONLY; no additional CDs are needed.

**Other Course Materials**

Abridged notes for class lectures, from SUP Store.

Three inch loose-leaf binder would help.

Hawkes Learning System will be used to manage assignments.

Go to [www.hawkeslearning.com](http://www.hawkeslearning.com) to purchase your lifetime access license. About $39.00 for license. Downloading the software is free.

Product Name: Statistics (Not Business Statistics)
Course Name: UASTAT
Do NOT purchase a book from Hawkes.

**Minitab** is available in Bashinsky Lab, and online using “Bashinsky Lab Anywhere”, **BLA**, for working at home. Minitab does not run on a MAC; but use it on a MAC through **BLA**.

Calculator such as TI BA II Plus. (Will be used in Fl 302.)

**Attendance Policy**

Consider yourself an “employee” of this course. You are expected to show up on all workdays, arrive on time and stay the entire workday (50 minutes). Failure to do so will result in reduced compensation (grade). Late arrival and early departure are 0.4 absence each.

**Attendance Adjustment to your “Course Total:”**

Miss ZERO or ONE class, ADD 2 bonus points.
Miss exactly TWO classes, ADD 1 bonus point.
Subtract 2 point for each absence beyond the sixth.

Note. There are NO EXCUSED absences. If you miss more than two weeks of classes due to illness, please discuss your situation with the instructor.

Prior to class lecture, you are expected to read sections of the text indicated in the syllabus or announced in class. Home-work assignments are given in eLearning and worked using **Hawkes Learning System**. Minitab and/or Excel may be needed for most assignments.

**Policy on Missed Exams & Coursework**

**MAKE-UPS and OTHER ACCOMMODATIONS**

No make-up exams or quizzes are given. If you expect to miss an exam, contact the instructor immediately.

**Grading Policy**

**COURSE GRADE**

Your minimum course grade will be computed by:

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*Adjust your “Course Total” for “Attendance.”
Total >= 90.0 is A-; Total >= 79.5 is B-; Total >= 69.5 is C- Total >= 59.5 is D-.

“Cut points” may be lowered at the instructors’ discretion.”

Exams and Assignments

Homework Assignments:
Video clips: Go to “cba.ua.edu/~emansfie”
Assignment instructions will be listed in eLearning.
Problems will administered through the Hawkes Learning System (HLS). HLS will have
1. Supplemental instruction, 2. Practice problems,
3. Certifies your skill level, 4. Quizzes.
Solution to problems may require use of Minitab and EXCEL. (Due dates will be announced in class.)

Exams: All Exams are comprehensive. No electronic devices are allowed during exams, except a hand calculator. Each student MUST have their Student ID card to take exams.

Quizzes: Short quizzes may given at random.
Quiz questions may be based on reading and homework assignments, lectures, computer problems or projects.

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