## Alliant International University
### IST1010 – Introduction to Information Systems

**Term**
**Dates**

**Instructor:** _____
**Office Location:** _____
**E-mail:** _____
**Office Telephone:  858-** _____
**Office Fax: 858-**_____
**Office Hours:** _____
**Class Location:** _____
**Class Time:** _____
**Grading: Letter**
**Units: 3**

_____

**Hufstedler School of Education Mission Statement:**

The Shirley Hufstedler School of Education at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote personal growth, academic success, and professional achievement in a global society.  We accomplish this by offering our students exceptional preparation centered on multidisciplinary approaches to education.

**Hufstedler School of Education Conceptual Framework:**

The Conceptual Framework is grounded in three major theoretical and practical educational constructs.  It is our shared belief that theory and practice are learning domains that intersect across the education continuum.  The framework is grounded in the constructivist theory and works of Searle (1998), Bruner (1990), and Vygotsky (1978). Finally, the Conceptual Framework is grounded in neuropsychological research (i.e. Luria, 1969; Gardner, 1999; Sternberg, 2000).

The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background, prior knowledge, and dispositions greatly contribute to

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their participation in the learning process.  The second major component is the affirmation, commitment, and support for issues of diversity.  The third component is grounded in neuropsychological research that addresses intelligences, problem solving and conceptualization, planning and organization, memory and cognition, language, perceptual motor abilities, attention, and academic skills development.

We implement these concepts through the SANKOFA* Initiatives that provide the basis for actions in the Hufstedler School of Education:

**SANKOFA* Initiatives**

- **S**timulate intellectual vitality, create new knowledge and engender passion for the education profession;
- **A**chieve international recognition in the field of education for our teaching, research and community outreach;
- **N**etwork authentic partnerships through the Partners of Success model that will embrace the mutual well-being of students, faculty and staff of our Learning Communities;
- **K**eep and perpetuate legacies of excellence as shared by a stakeholder coalition of alumni, faculty, students, administrators, AIU board members, and friends of the Hufstedler School of Education;
- **O**ffer students in the Hufstedler School of Education a world class education that prepares them to establish a global community of learners and education specialists who advance society worldwide;
- **F**acilitate an inclusive, creative, technologically sophisticated and materially supportive environment in which to prosper, work, recruit, mentor, and study; and,
- **A**ppreciate, celebrate and promote accomplishments and contributions from the Hufstedler School of Education and a diverse cadre of scholars.

*SANKOFA is derived from a proverb of the Akan people of Ghana. The words San (return), Ko (go), and Fa (look, seek, take), infer that an intelligent and patient quest for future knowledge and goals is informed by a critical examination of the wisdom of the past.*

**RATIONALE**

Businesses and organizations of all sizes have become more involved and committed to the innovative uses of information technology. This course assumes the fundamental purpose of an organization is to achieve its goals via the effective, efficient, and economical use of its functionally oriented resources.  The discipline specific specialized knowledge, which business professionals use to successfully discharge their executive responsibilities, is enhanced, coordinated, applied, and managed by means of the organization's information systems'

infrastructure.   A substantial competitive advantage can be gained for an organization, if its automated work flow processes are sufficiently integrated and linked to the its overall strategic, tactical and operational plans.  This course will provide the student with the necessary knowledge, skills, and experiences to function successfully as a professional in today's information intensive work environments.

## COURSE DESCRIPTION, PURPOSE, STUDENT LEARNING OUTCOMES AND ASSESSMENT

### A.  Course Description

This course was designed to provide the participant with a broad-based introduction to the fundamental concepts of Information Systems and Technology (IST), which will be the main focus of this course.   End-user and organizational information systems design, implementation, and management topics and issues covered in this class will provide the students with a solid conceptual and technical understanding of the IST discipline.  This course includes a survey of information systems components and applications including software, hardware, networks and telecommunications.  The Internet, e-Commerce, ethics, security, and computers in society also will be examined.   Students will gain hands-on practice using popular application programs, including word processing, spreadsheet, database, and presentation software.

AIU's networked classroom computing systems utilize the most popular office software products on the market.  These automated classroom settings will assist you in developing these important and practical computer application skills.

### B. Purpose of this Course
The overall purpose of this course is to provide the student with a conceptual, technical, and hands-on mastery and understanding of a typically configured organizational Information System's Technology (IST) infrastructure, and to assist the participants in gaining the practical hands-on computer skills that enables individuals to communicate, collaborate, and innovate effectively within a typical modern organizational structure.

### C. Specific Learning Outcomes
*(This is a Partial Listing of the Learning Outcomes…for a Complete list, see Appendix A of this syllabus)*

Upon successful completion of this course, students will be able to:

- Define the term computer.
- Describe a computer system.
- Explain the importance of computer literacy.
- Discuss the history of computers.
- Identify how computers and technology are used in our daily lives.
- List the categories of computers and their uses.
- Describe communications.
- Define networks, intranets, and extranets.

- Discuss the use of the Internet and the World Wide Web.
- Describe the origin of the Internet.
- Describe how the Internet works.
- Describe the major features of the Internet.
- Explain the difference between the World Wide Web and the Internet.
- Explain how to connect to the Internet.
- Describe a browser.
- Understand browser terminology.
- Understand and use browser features.
- Identify computer system components.
- Explain how the CPU works.
- Differentiate between RAM and ROM.
- Describe how data is represented.
- Define keyboarding.
- Identify the parts of the standard keyboard.
- Identify the home row keys.
- Identify the parts of a word-processing screen.
- Identify correct keyboarding techniques.
- Key (type) text without watching the keys.
- Save, print, retrieve, spell check, and format documents.
- Identify keyboarding software programs.
- Describe the purpose of speech recognition software.
- Identify and describe the most common input devices.
- Identify and describe the most common output devices.
- Identify and describe how input and output devices are connected to the computer.
- Identify and describe storage devices.
- List and describe the types of networks.
- List and describe communications media.
- Describe the different network topologies.
- Describe network architecture and protocols.

### D. Instructional Strategy

The primary function of an organization's information technology is to facilitate the capture, processing, collaboration, and dissemination of information among its stakeholders, resulting in an improved ability to communicate more effectively. Information management, and the resulting knowledge it generates, makes it possible for business professionals to administer their organizations' resources more proficiently. Managing knowledge productively, however, means managing people, their processes and technologies competently.

To provide the participants of this course with the experiential knowledge required to understand, and successfully employ the information management technologies, operational methods, and business applications most often used in an organizational setting, it is necessary to employ a wide variety of instructional strategies. These learning requirements will use activities

that will incorporate into each session the use of audio, visual, and kinesthetic exercises. These instructional strategies will be conveyed to the learners through the use of the various course requirements and activities listed below.

Most class sessions will consist of a combination of learning activities that will include: lectures, assigned readings, online research activities, and hands-on computer application programs' lab work.

The culmination of these learning exercises will result in the production of a comprehensive course project. The course project will be the creation of an application portfolio, consisting of the cumulated in-lab exercises, which will demonstrate the student's mastery of the concepts, theories, and application program competencies covered in this course.

*E. Description of Course Requirements and Assessment Methods*

1. **Assigned Readings** - Each of the class sessions during the 16-week Semester will include a topic review regarding the assigned readings for that particular session. All assigned readings must be completed prior to the class meeting in which they will be discussed.

**2. Lecture – Each class session will begin with a short lecture covering the most salient aspects of the readings**

3. **Class Discussions and Participation-** The topics introduced in the assigned readings will be discussed by members of the class. The issues concerning information systems applications, in an organizational context, will be covered in the lectures, on the Total Recall Learning (TRL) interactive program, and in the "Computer Concepts Basics" text.

It is each student's responsibility to come to class prepared to contribute to the discussions, ask relevant questions, and contribute to the hands-on assignments during the class and lab sessions.

* If there is a lack of participation among the members of the class, the instructor will issue written homework assignments that will be graded as a participation contribution.

4. **Critical Thinking and Research Activities -** Several class sessions will include critical thinking exercises and online library research activities, designed to provide the student with the necessary skills and experience to understand how to use the networked computer systems as an efficient research tool and to apply its usage in higher order thinking activities.

5. **Classroom Lab Sessions -** Lab sessions will be workshop oriented with opportunities to work individually to accomplish the assigned program applications' work. Additional time may be required to complete lab work either in the computer lab or on your own computer on or off campus.

You are required to work out the logistics of saving files on the network and/or moving files between the lab and your own computer. Flash drive, email, ftp, and other methods (that will be discussed during the term) can be employed to accomplish these activities. The computer lab

attendants will assist you with practical methods of assuring that these tasks can be accomplished. But the individual student is ultimately responsible for his or her own work and deliverables.

* **Application Program Proficiency**…Some of you may be familiar with, or proficient at using one or more of the applications covered in this course. This will not exempt you from demonstrating that you have achieved the competencies required for receiving credit for this class (i.e., each feature covered in this course may be included in the **proficiency tests that will be taken periodically throughout the Semester, and embedded in the application's portfolios**, which will be collected at the mid-term and final sessions.

6. **Moodle Activities** – Moodle will serve as the class intranet. Course materials (i.e., syllabus, assignments, announcements, etc.) will be posted on Moodle, which will also serve as a conduit for class messaging, posting of shared materials, etc.

7. **Project -** Students will prepare a course portfolio, comprised of the application program exercises, research program results, a simple web page, and an embedded PowerPoint presentation of a selected topic of interest regarding the subject material covered during the course of the semester. These project components will be submitted to the Moodle or burned onto a CD/DVD for collection, evaluation, and grading.

8. **The Class Portfolio** will serve as a demonstration of your program mastery, and will be validated by the inclusion of the above mentioned exercises. These exercises need to be stored in a folder entitled IST1010 (your name) Portfolio. That folder will be uploaded to the course intranet via the courses Moodle site at the end of the semester.

9. **Online Research and Posting: If there is inadequate preparation and discussion among the class as a group**, a weekly a topic will be assigned for discussion purposes. The discussion topic will be related to the upcoming week's required readings. Students are required, each week, to post a comment regarding the subject matter. Comments must be posted by 11:55 p.m. on Sunday evening to receive credits (.5 credits available for weeks 3 through 14 (12 X .5 = 6 possible). There will be no points for late comments.

10. **Quizzes -** Four quizzes will be given throughout the semester. Quizzes missed due to unexcused absence cannot be made up.

11. **Final Examination -** This exam will cover the factual material covered in the course, including, but not limited to definitions, concepts, principles, and practices from the text book, materials from the lecture/discussions, and lab exercises.

*** Students are responsible for making up any work and/or getting class notes if absent for any session. The instructor will not be able to provide students with private make-up instructions during class times, which would have to be conducted at the expense of the other students.

## SPECIFIC COURSE LEARNING OUTCOMES AND ASSESSMENT

The grade for this course will be based on participation, exams, and project activities totaling 100 points. The total number of points will be translated into a letter grade (including plus/minus) based on the following conversion table of points to grades:

**Grading Procedures and Assignments**

| *Activity* | *% of Grade* |
|---|---|
| A. Class Participation | 14 |
| B. Online Research and Posting | 6 |
| C. Class Portfolio | 50 |
| D. Quizzes | 20 |
| E. Final Examination | 10 |
| | *Total: 100%* |

**Grading Scale:**

| Grade | GRADING |
|---|---|
| A | 94 – 100 |
| A- | 90 – 93 |
| B+ | 87 – 89 |
| B | 83 – 86 |
| B- | 80 – 82 |
| C+ | 77 – 79 |
| C | 70 – 76 |
| D | 65 – 69 |
| F | < 65 |

**Class Participation:** Each week specific course *student outcomes* are identified. Preparation, presentation, and participation within each class will reveal the student's capacity to successfully demonstrate their mastery of the identified outcomes. *Class readings and discussions* will focus student preparation and participation. Student's participation in class discussions and lab activities will be evaluated on the basis of the following five criteria:

1. Evidence of excellence in preparation, familiarity and reflection on assigned readings,

2. Sharing of applicable topic oriented ideas during the discussions in each session,

3. Individual student's contribution to class discussions,

4. Relative Level of the student's involvement in the lab and CBT oriented exercises,

5. Student's willingness to assume responsibility for their learning activities.

**Classroom participation also includes consideration for punctuality and demeanor.

Weekly scores in each category will be represented as:

    0 – no evidence

    .1 – minimal evidence

    .2 – clear evidence

A possible total of 1point for each week (wks 2 thru 15) can be earned, for a total of 14 possible points.

***Sample Class Session Participation Rubric*** *for Each of the Five Participation Criteria:*

| Weekly Student Participation Measured: | Preparation, and Familiarity on Assigned Readings | Sharing of Applicable Topics during Discussions | Contributions to Class Discussions | Relative Level of Student's Involvement in Class Activities | Responsibility for Student's Learning Activities (Punctuality & Demeanor) | **Total Points Earned** |
|---|---|---|---|---|---|---|
| Week 2 | .1 | .2 | .1 | .1 | .2 | **.7** |
| Week 3…15 | .2 | .2 | .2 | .2 | .2 | 1 |

**Assessment elements** for the presentation will include…
1. Level of student's demonstrated critical thinking (CT) skills and quality of oral presentation,
2. Focused, relevant IST based topic, and demonstrated CT application research or study.
3. Professionally articulated presentation, and response to questions
4. Supporting project materials (i.e., PPT slides),
5. References sited for the presentations research.

*Sample Scoring Rubric:*

| **Student:** | | **Topic:** | |
|---|---|---|---|
| **Objectives:** | Excellent 2 Points | Good 1.5 Points | Minimal 1 Point |
| Level of Demonstrated Critical Thinking (CT) and Presentation | X | | |
| Relevant IST Topic & Appropriate CT Application | X | | |
| Professional | X | | |

| | | | |
|---|---|---|---|
| Presentation, and Response to Questions | | | |
| Supporting Project Materials - PPTs | X | | |
| References Sited | X | | |
| **Total** | 10 | | |

## COURSE READINGS AND MATERIALS

**Required Text**

Dolores Wells, *Computer Concepts: BASICS*, Course Technology: Boston MA, 4th Ed., 2010, **ISBN-10:** 1423904621.

(Optional. Instructors may use Web resources)
Microsoft Office 2010: Introductory (Shelly Cashman Series(r) Office 2010) [Paperback]
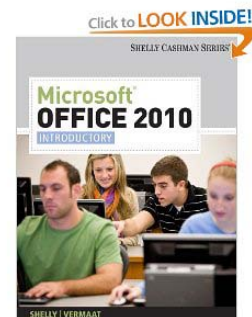Paperback: 1176 pages
Publisher: Course Technology; 1 edition (August 5, 2010)
Language: English
ISBN-10: 1439078386
ISBN-13: 978-1439078389

**Supplies:**

Flash Drives, and/or CD/DVD

**Recommended Resource Texts:**

Edwards, Paul N. "The World in a Machine: Origins and Impacts of Early Computerized Global Systems Models." In *Systems, Experts, and Computers.* Edited by Thomas P. Hughes, and Agatha C. Hughes. Cambridge, MA: MIT Press, 2000, pp. 221-254. ISBN: 0262082853.

Edwards, Paul N. "From 'Impact' to Social Process: Computers in Society and Culture." Chapter 12 in *Handbook of Science and Technology Studies.* Edited by Sheila Jasanoff. Beverly Hills, CA: Sage Publications, 1994. ISBN: 0803940211.

Mahoney, Michael S. "The History of Computing in the History of Technology." *IEEE Annals of the History of Computing* 10 (1988): 113-125.

Kling, Rob. "Reading 'All About' Computerization: How Genre Conventions Shape Non-Fiction Social Analysis." *The Information Society* 10, no. 3 (1994): 147-172.

Laudon, Kenneth C. and Jane P., Essentials of Management Information Systems, Prentice Hall: New Jersey, 4th Edition, 2000

Shelly, Cashman & Vermaat, Discovering Computers 2004 Concepts for A Digital World Web and XP Enhanced, Complete, Course Technology, ISBN #0-7895-6514-5.

**Journals, Magazines, and News Papers and Web Sites (*see Appendix B of this syllabus)*

Additional references and handouts will be posted periodically to Moodle

## University Policies and Procedures

**1. Attendance, Lateness, Missed Exams or Assignments**

The university expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, the students should notify the professor in advance, arrange for a classmate to collect assignments, and understand that students are responsible for all missed class work or assignments. See the University Catalog for the complete policy on attendance. **Failure to attend sessions or complete assignments as arranged could result in failure or the need to withdraw from the course.**

**2.  Class Participation**

Students are expected to be active participants in their learning. Students are also expected to be part of a learning community that encourages the participation of all class members. To this end, students need to be aware of dominating the conversation or excluding class members from the discussion.

It is expected that all cell phones and pagers will be turned off during the class session and that phone calls be made before or after class or during breaks. (Not applicable for online courses)

**3.  Instructor Assumptions**

The instructor assumes that each student who has enrolled in the class understands and agrees to the university policies and the terms of this course syllabus.

**4.  Responsibility to Keep Copies**

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in or post online. On rare occasions, work may be lost because of computer failure or other mishaps.

5. **Respectful Speech and Actions**

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the university must treat one another with dignity and respect.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the Academic Code (see Catalog) shall be the guiding principles in dealing with speech or actions that, when considered objectively, are considered abusive and insulting.

6. **Academic Code of Conduct and Ethics, and Policy on Plagiarism and Screening for Plagiarism**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University catalog.***

An act of plagiarism (defined on p. 56 of the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of 4th DRAFT Model Syllabus Page 5 of 10 the University's Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined on pages 57-58 of the University's 2005-2006 catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Currently, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, students agree that all assignments are subject to submission for textual similarity review to Turnitin.com. Please note that any assignments or course documents submitted to this service will be included as source documents for the restricted access database of Turnitin.com which is exclusively used for the purpose of detecting plagiarism. You may indicate in writing to the instructor by the end of the add/drop deadline for this course that you refuse to participate in the Turnitin.com process, in which case the instructor can use other means to verify the originality of your work. Material identified as plagiarized will be dealt with pursuant to University's Student Code of Conduct and Ethics: Academic. Penalties for plagiarism can be severe, up to and including expulsion from the University.

7. **Disability Accommodations Request**

If you need disability-related accommodations in this class, please see me privately.
All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. **Policy on Course Requirements during Religious Holidays**

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

**9. Resources for Obtaining Tutoring or Other Student Support Services**

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring.

**10. Problem Solving Resources**

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures in the University Catalog.

## COURSE SCHEDULE

**(**This Syllabus is Subject to Change)

The following is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

Course Schedule

| Date | Topics and Course Activities |
| --- | --- |

Week 1    Lesson 1 - Understanding Computers and Computer Literacy
Introductions
Course Overview
Review Syllabus
Introduction to Moodle
Reading Assignment/Lecture: Chapter 1
Class Discussion:
Lab and Work Shop Activities:
- Web project on the history of UNIVAC
- Teamwork project: comparing desktop and notebook

Week 2    Lesson 2 - The Internet and the World Wide Web and Research
Reading Assignment/Lecture: Chapters 2 & 3
Class Discussion: Instant Messaging
Lab & Work Shop Activities:
- PowerPoint presentation on an interactive educational product

- Teamwork project: a report on ecommerce

Week 3

Lesson 3 -  How a Computer Processes Data
Reading Assignment/Lecture: Chapter 4
Class Discussion: Computer processor speeds
Lab & Work Shop Activities: Purchase a new computer or upgrade a computer?

<span style="color:red">Week 4</span>     <span style="color:red">Quiz 1 - Chapters 1, 2, 3 & 4</span>

Week 4     Lesson 4 -  Input, Output, Storage,
Reading Assignment/Lecture: Chapter 5
Class Discussion: Storage Device
Lab & Work Shop Activities: Printers

Week 5     Lesson 5 -  Operating Systems and Software
Reading Assignment/Lecture: Chapter 6
Class Discussion: Windows Operating Systems
Lab & Work Shop Activities: Upgrade Operating Systems

Week 6     Lesson 6 -  Networks
Reading Assignment/Lecture: Chapter 7
Class Discussion: Work at home or in the office?
Lab & Work Shop Activities: Set up a home/office network

<span style="color:red">Week 7</span>     <span style="color:red">Mid-Term  -  Quiz 2  -  Chapters 5, 6 & 7</span>

Week 7     Lesson 7 -  Windows and File Management
Reading Assignment/Lecture: Chapter 8
Class Discussion: Windows features and functionality
Lab & Work Shop Activities: Organize your files
Excel spreadsheet activity

Week 8     Lesson 8 -  E-Mail and Electronic Communication
Reading Assignment/Lecture: Chapter 9
Class Discussion: Email, Spam, Facebook …
Research Lab & Work Shop Activities: Web Search for email programs
Excel spreadsheet activity

Week 9          Lesson 9 -  Word Processing
                Reading Assignment/Lecture: Chapter 10
                Class Discussion: Assistive Technology
                Lab & Work Shop Activities: Newsletter project
                PowerPoint and Excel spreadsheet activity

Week 10         Quiz 3  -  Chapters 8, 9 & 10

                Lesson 10 -  Presentation Graphics
Week 10         Reading Assignment/Lecture: Chapter 11
*               Class Discussion: Use presentation software or not?
                Lab & Work Shop Activities: Narrative PowerPoint Book
                PowerPoint and Excel spreadsheet activity

Week 11         Lesson 11 -  Spreadsheets
                Reading Assignment/Lecture: Chapter 12
                Class Demo: How to use Excel
                Lab & Work Shop Activities: Excel Spreadsheet project
                 PowerPoint and Excel spreadsheet activity

Week 12         Lesson 12 -  Databases
                Reading Assignment/Lecture: Chapter 13
                Class Discussion: Database
                Lab & Work Shop Activities: Access 2007 project
                Word activity

Week 13         Lesson 13 -  Software Integration
                Reading Assignment/Lecture: Chapter 14
                Class Discussion: Technology Integration
                Lab & Work Shop Activities: Word activity

Week 13         Quiz 4 -  Lessons 11, 12, 13,  & 14

Week 14         Lesson 14 – Evaluating Electronic Information
                Reading Assignment/Lecture: Chapters 15 & 16
                Class Discussion: Legal and Ethical Issues: Copyright and fair use
                Lab & Work Shop Activities: Word & Excel activities

Week 15         Lesson 16 – Technology, the Workplace, and Society
                Reading Assignment/Lecture: Chapter 17
                Class Discussion: Security Issues and Technology

Lab & Work Shop Activities: Creating a Web Page

Week 16       FINAL Exam  (Comprehensive)
                Exhibition- Presentations

# Appendix A

*Completed List of the Course Learning Outcomes*

- Distinguish between software and hardware.
- Describe the difference between applications software and systems software.
- Describe the three categories of system programs.
- Describe operating systems for microcomputers.
- Describe network operating systems.
- Identify the components of the word-processor window.
- Select commands using menus and toolbars.
- Create and edit a document.
- Correct spelling in a document.
- Apply character, paragraph, and document formatting, including setting custom tabs.
- Insert and modify pictures and drawn objects.
- Create, edit, and format a table.
- Save, open, and print a document.
- Understand the purpose and function of a spreadsheet.
- Identify the major parts of a spreadsheet window
- Enter labels, values, formulas, and functions into a spreadsheet.
- Change column width and row height.
- Insert and delete rows and columns.
- Format data in a spreadsheet.
- Create graphs.
- Save a print a spreadsheet.
- Define the purpose of a database.
- Identify uses of databases.
- Identify and define the components of a database.
- Plan, design, and create a database.
- Create a table and enter records.
- Modify a table structure.
- Perform queries.
- Sort tables.
- Modify data in a table.
- Create and use forms and reports.
- Describe presentation graphics software.
- Explain the advantage of using visuals.
- Create a presentation.

- Work in different views.
- Insert new slides.
- Delete slides.
- Select appropriate slide layouts.
- Add design.
- Add charts and WordArt.
- Add transitions and animations, and customize backgrounds.
- Print a presentation and handouts.
- Describe effective presentation rules.
- Identify some presentation tips and hints.
- Add animated GIFs to a presentation.
- Add a music background to a presentation.
- Describe advantages and disadvantages of adding multimedia effects to a presentation.
- Import and export data between Microsoft Office applications.
- Create a form letter.
- Create mailing labels.
- List some reasons for searching the Internet.
- Describe different search approaches.
- Define a search engine.
- Explain how search engines work.
- Describe how search engines search.
- Identify some of the more popular search engines.
- List some of the specialty search engines.
- Describe the subject directory search approach.
- Describe some search tips and tricks.
- Identify reasons for evaluating Internet resources.
- Identify criteria for evaluating electronic information.
- Describe software piracy.
- Identify Internet resources.
- Understand the rules of copyright.
- Cite Internet resources appropriately.
- Explore other legal and ethical issues concerning information you obtain from the Internet.
- Define desktop publishing.
- Identify the stages in desktop publishing.
- Identify layout and design techniques.
- Identify the parts of a font and select appropriate fonts.
- Insert graphics into documents.
- Create an effective publication.
- Understand how a Web page works.
- Plan a document.
- Understand and explain basic HTML syntax.
- Understand and apply headings.
- Understand and apply bold and italics.
- Understand and apply lists.

- Understand and add links.
- Understand and add graphics.
- Publish a Web page.
- Describe the impact of technology on education.
- Describe the impact of technology on science and medicine.
- Describe the impact of technology on work and play.
- Identify types of computer crimes.
- Identify computer viruses.
- Identify various security measures.
- Identify computer-related laws.
- Identify the "work" of hackers.
- Describe how privacy is invaded with computer use.


## Appendix B

**Journals, Magazines, and News Papers**

**Full-Text Articles**  @ComputerWeekly
Access Online
Australian PC World
BYTE Magazine
CIO OnLine
CIO WebBusiness
Cold Fusion Advisor
Computer Currents Interactive
Computer Forum, The
Computer Link Magazine
Computer Reseller News
Computer-Mediated Communication Magazine
Computing Japan Magazine Online
Crossroads: The ACM Student Magazine
D-Lib Magazine
Educom Review
Enterprise Server Magazine (ESM)
From Now On
HP World Magazine
IEEE Communications Magazine
IEEE Network
IEEE Personal Communications Magazine
IEEE/ACM Transactions on Networking
Intelligent Enterprise
ISO FileMaker Magazine
JAIR
Java Developer's Journal
Journal of Open Computing, The
Linux Journal

Linux Magazine
Linux Today
MacAddict
MacTech Magazine
Macworld Online
Microwave Journal
National Computer Tectonics Magazine
Network Computing Online
Network Magazine Online
PC Today Online
PC Week Australia
PC World
PowerBuilder Developer's Journal
Register, The
RISKS Digest
Scientific American
Scientific Computing & Automation
Semiconductor International
SunWorld Online
TwoMobile.com
UnixWorld
Vector
Web Developer's Journal
WindoWatch
Windows Magazine
Windows NT Magazine
Wired Magazine
WR Magazine

| **General** | Virtual Reality Modeling Language (VRML) |
| **Indexes** | enews.com - Computers and Internet |
| | Fawcette.com |
| | List of Free Computer-Related Publications |
| | MediaFinder |
| | MSDN Online Magazines |
| | Top 100 Computer Magazines |
| | ZDNet |

**Resource Web Sites**

**http://www.dreamgraphicdesign.com/**

**http://www.governmentsecurity.org/**

**http://www.hackr.org/**

**http://www.hackerscenter.com/**

[http://www.islandwebsecurity.com/](http://www.islandwebsecurity.com/)

[http://www.linkspark.net/](http://www.linkspark.net/)

[http://www.lopezwebz.com/](http://www.lopezwebz.com/)

[http://members.shaw.ca/ronnie482/](http://members.shaw.ca/ronnie482/)

[http://www.moorer-software.com/](http://www.moorer-software.com/)

[http://www.0day-warez.com/](http://www.0day-warez.com/)

[http://www.progenic.com/](http://www.progenic.com/)

[http://www.sanitysecurity.com/](http://www.sanitysecurity.com/)

[http://www.serialheaven.com/](http://www.serialheaven.com/)

[http://spywire.net/forum/](http://spywire.net/forum/)

[http://www.swapmyfiles.com/forum/index.php](http://www.swapmyfiles.com/forum/index.php)

[http://www.warindustries.com/](http://www.warindustries.com/)