

FAYETTEVILLE STATE UNIVERSITY

College of Arts and Sciences

Dr. Henry Eldridge Department of Mathematics and Computer Science
CSC 104 Introduction to Computer Science for Non-Technical Majors
Fall 2010

I. Locator Information

Instructor:	Dr. Denny Czejdo	Office Location:	LSA 334
Course/Section:	CSC104-EC1	Office Telephone:	672-2466
Semester Credit Hours:	3		
Day and Time Class Meets:	MW 1:15 – 2:55		
Bldg/Room Class Meets:	Butler 111		
Office Location:	LSA 334	Office Hours: MW	2:55 – 3:30
Office Telephone:	672-2446	TR	2:00 – 3:30PM
Email address:	bczejdo@uncfsu.edu		Other Office Hours by Appointment

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

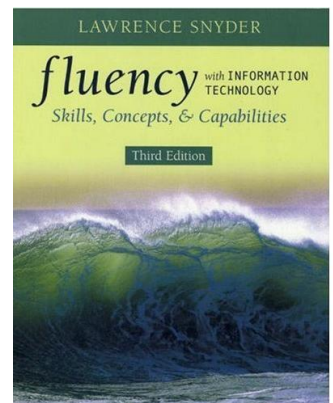
II. Course Description

This course explores topics of computer science for non-technical majors. The course covers the fundamental issues of networking, HTML, data representations, computers, algorithms, and programming. Students receive a solid grounding in the central concepts as well as in important uses of computing and information technology. Prerequisite: none.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook

Snyder, Lawrence, Fluency with Information Technology, Skills, Concepts, & Capabilities, 3rd ed., Boston: Addison-Wesley, 2006, ISBN: 0-321-35782-5.



V. Student Learning Outcomes

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

1. Engage in sustained reasoning, manage complexity and test a solution.
2. Find problems with the faulty use of Computer Science (CS)/Information Technology (IT).
3. Collaborate using CS/IT.
4. Communicate using CS/IT.
5. Anticipate technological change.
6. Think abstractly about CS/IT.
7. Explain how information is represented digitally.
8. Explain the fundamental steps in computer hardware operations.
9. Organize/structure information using a computer.
10. Use basic operating system facilities.
11. Use a spreadsheet to model a simple process.
12. Use HTML and Javascript to create simple webpages.

VI. Course Requirements and Evaluation Criteria

There will be four tests, six lab assignments, ten quizzes, and a comprehensive final exam. The grading scale for determining the course grade is given below on the left. The weight given to various activities for evaluation is given below on the right. To see how your grade will be calculated, suppose your test scores are 87, 94, 84 and 91, your final exam score is 88, your top seven quiz scores average 73, and your average (mean) lab score is 92. Since the lowest test score is dropped (see item 1 below), your grade would be calculated as follows:

$$0.32 \times (87 + 94 + 91)/3 + 0.28 \times 92 + 0.2 \times 73 + 0.2 \times 88 = 29.013 + 25.760 + 14.600 + 17.600 = 86.973$$

Since 86.973 lies between 80 and 90, you would receive a B.

A	90 - 100%	highest three tests	32%
B	80 - 89.9%	six lab assignments	28%
C	70 - 79.9%	highest seven quizzes	20%
D	60 - 69.9%	comprehensive final	20%
F	below 60%		

W Student initiated withdrawal from class.

I Incomplete grade by prior approval of the instructor.

1. All tests will be announced prior to their administration. Since the lowest test score will be dropped no make-up test will be given. In case of an excused absence during two tests (e.g. a doctor's certified illness and/or a documented court appearance), one make-up test may be considered. There is no possibility of making up a pop quiz – even if you enter class after it has been given. Your lowest three pop quiz scores will be dropped. The final exam will be comprehensive, and the final exam grade will not be dropped. Cell phones or any other electronic equipment must be out during a test or a quiz.

2. Students are expected to attend all class sessions, to enter the classroom on time, and remain until the class ends. You should try real hard not make other appointments in conflict with your class. The FSU Attendance Policy from the 2009-10 University Catalog (<http://catalog.uncfsu.edu/ug/academicregulations/classattendance.htm>) will be followed. When a student enters the classroom after the roll call, it is the responsibility of the student to inform the instructor after class that (s)he was in attendance. You must notify the instructor when it is necessary for you to leave early.

3. There will be extra credit (5% of total) available to students who qualify by:

- Submitting all eight lab projects on time
- Attending 80% of the scheduled classes
- Obtaining permission from the instructor to do extra credit work

- Taking all four tests and at least eight quizzes

4. Late projects will be penalized 20% for each school day they are late. Hence a project that is five days late will receive a grade of zero.

5. Students are encouraged to ask questions of the instructor in class and to respond to those posed by the instructor. One should not discourage others from raising or answering questions. Often, other students have the same questions which they wish to ask, but are hesitant to do so. In class dialogue is a valuable learning medium and is encouraged.

6. READING and WORKING are FUNDAMENTAL for SUCCESS!

Students are expected to study the assigned materials for each class session prior to the class time. Students are expected to spend **AT LEAST** two (2) hours of study outside the classroom for each hour in class.

7. Email is one way to contact me. I will do my best to respond within 24 hours during the M-F work week. Email should be written carefully so it can be read quickly and easily. Your message is likeliest to receive a useful, prompt response when you follow these guidelines:

A) Use university email. When you do, your name will show up as the “sender” of the message. I would not recognize mrpotatohead13@hotmail.com. Messages from non-university accounts may be deleted unread unless the subject line indicates that you are one of my students.

B) Provide a meaningful subject line that tells me what action you want from me or the important information you are giving me.

Helpful subject lines:

need to schedule an appointment
excused absence on 9/15 in CSC 332
question on homework due tomorrow in CSC 410
letter of recommendation request

Unhelpful Subject Lines:

student in your class
requesting assistance
exam
hello professor

C) Provide all the information I need to act on your message. Put the purpose of your message into the first sentence or two, more specifically than in your subject line: “I write to schedule an appointment this week, preferably on Thursday afternoon if you have time. I am confused about how to write a for loop and believe that it would be beneficial for you to look at what I’ve done and tell me how to make sense of the error message I got.” Telling me what you need and why helps me schedule and plan for your appointment.

After your “purpose” sentence, include details that would help me respond to you effectively—in the case above, it would be useful to list times you are unavailable for appointments and possibly times you prefer.

D) Attend to grammar, spelling, capitalization, and punctuation. *Avoid* text message spelling and abbreviations like 2nite and ru. I need to be able to tell where your paragraphs begin and end, where your sentences begin and end, and which whole words you are using. Misspellings, no punctuation, missing capital letters and other things that are acceptable in a txt msg are not acceptable in professional email.

E) Avoid writing something that you would not say in person. You want your email to show that you are an intelligent, logical, and professional adult. Everyone gets impatient and even angry sometimes, but email can stay in someone’s memory—and inbox—much longer than those feelings last. Read your email out loud before you send it, and try to think about how you will “sound” to your reader. Do you sound calm and intelligent? Do you sound like someone that **you** would want to work with?

8. Dishonesty on graded assignments will not be tolerated. Students must neither give nor receive help on any work to be graded except for lab projects which will be done in pairs. No access to any type of written material on exams or quizzes is allowed unless explicitly stated by the instructor. However, the student may ask the instructor to clarify questions. The University policy on cheating will be applied to any violations. The minimum penalty will be a grade of zero on the assignment (including tests).

9. FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on a regular basis
9. Others as specified by the instructor – in this course smoking, eating and drinking

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources : Apart from FSU Blackboard this course will use the student resources webpage for the textbook http://wps.aw.com/aw_snyder_fluency_3/79/20307/5198635.cw/index.html for materials that supplement the textbook and lecture notes. Students should regularly access FSU Blackboard and the student resources website to stay current in this course.

VIII. Course Outline and Assignment Schedule: (See last page of syllabus.)

IX. Teaching Strategies: Lectures, labs, question and answer sessions, and class activities are used to teach the course. Topics covered in this course can only be learned by practice so labs are an important component of this course. Lectures will play a small role in teaching, so it is important to come to class prepared.

X. Bibliography

Derfler, F. J. and L. Freed. How Networks Work, 7th ed. Que, 2004. ISBN: 0789732327.

Dewdney, A. K. The New Turing Omnibus. New York, NY: Computer Science Press, 1993.
ISBN: 0716782715

Dodge, Mark and Craig Stinson. Microsoft® Office Excel 2007 Inside Out. Redmond, WA: Microsoft Press, 2007. ISBN: 073562321X

Gralla, Preston. How the Internet Works, 7th ed. Que, 2003. ISBN: 0789729733

Kingsley-Hughes, Adrian and Kathie Kingsley-Hughes. Beginning Programming. Indianapolis, IN: Wiley Publishing, Inc., 2005. ISBN: 0764584065

Maran, Ruth and Paul Whitehead. Teach Yourself VISUALLY™ Computers, 3rd ed. New York, NY: IDG Books, 2000. ISBN: 0764535250

Powell, Thomas. HTML & XHTML: The Complete Reference, 4th ed. McGraw-Hill Osborne Media, 2003. ISBN: 007222942X

Powell, Thomas. Javascript: The Complete Reference, 2nd ed. McGraw-Hill Osborne Media, 2004. ISBN: 0072253576

White, Ron and T. E. Downs. How Computers Work, 9th ed. Que, 2007. ISBN: 9780789736130

VIII. Course Outline and Assignment Schedule*

WEEK	TOPICS
1	First day of class, administrative details, introduction to course, Chapter 1 of Snyder (the textbook for this course)
2	Chapters 1 and 2
3	Chapter 3
4	Chapter 4
5	Chapter 8,
6	Chapter 9
7	Chapter 10
8	Chapter 10,
9	Chapter 11
10	Chapter 18
11	Chapter 19
12	Chapter 20,
13	Chapters 20 and 21
14	Chapter 14
15	Chapter 15,
16	Chapter 15
17	Review for the Final Exam

* This schedule is subject to change for the optimum benefit of the class as a whole. Therefore, it is important to stay alert and attend class regularly. In case FSU must close for an emergency during the semester, instruction will continue using Blackboard.