

13-29

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 12-125
LSC Action-Date: AP-5/2/13	UWUCC Action-Date: AP-11/12/13 Senate Action Date: App-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Therese D. O'Neil, M.Ed.	Email Address toneil@iup.edu
Proposing Department/Unit Computer Science/MIS/BTED	Phone 724-357-2524

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: **COSC/BTED/IFMG 101 Computer Literacy**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input checked="" type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input checked="" type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	2/11/13
Department Chairperson(s)	<i>[Signature]</i>	
College Curriculum Committee Chair	<i>[Signature]</i>	4/9/13/4/15/13
College Dean	<i>[Signature]</i>	4/15/2013 7/18/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	10/29/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>[Signature]</i>	11/13/13

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 NOV 13 2013
 Liberal Studies

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 Liberal Studies

Part II: Description of Curriculum Change

1 New Syllabus of Record (enclosed)

2 Summary of the proposed revision

The syllabus has been updated to include the Liberal Studies Elective Technological Literacy Expected Undergraduate Student Learning Outcomes. It has also been re-formatted to meet the new curriculum format guidelines. In addition, the following concepts have been added: Wireless computing, Cloud computing, Mobile computing and Women in Technology.

3 Justification for the revision

The Computer Literacy Course is written to assure that the Indiana University of Pennsylvania students receive the latest technological changes in their particular area of study. Technology has changed the way we communicate and process information. Today's college students are digital natives from all disciplines. They will demonstrate an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world through discussion forums and research. The reason for this revision is to meet the changing guidelines and outcomes of the new liberal studies elective curriculum.

4 Old Syllabus of Record (enclosed)

I. Catalog Description

BTED101/COSC101/IFMG101 Computer Literacy

3c-0l-3cr

Prerequisites: None

An introductory course designed to provide students with a fundamental understanding of computers. The course familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major). Note: This course is cross listed as BTED and IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

At the end of the course, students will be able to:

Objective 1:

Demonstrate understanding of the use of computer systems and their components.

Expected Student Learning Outcome 1

Empowered Learners

Rationale:

Assignments will require the student to exhibit understanding of how computer systems work and identify various components of the computer system.

Objective 2:

Exhibit proficiency in using software in the category of operating systems, word processing, spreadsheet, presentation graphics, database management and collaborative software.

Expected Student Learning Outcome 1

Empowered Learners

Rationale:

Assignments will include exercises on file management, utility programs, word processing, spreadsheets, database manipulation, collaborative software and presentation graphics.

Objective 3:

Use e-mail and the Internet to communicate and locate information

Expected Student Learning Outcome 1

Empowered Learners

Rationale:

Exercises in searching strategies to locate and evaluate information over the Internet will be given. Assignments will be given on how to evaluate websites.

Objective 4:

Understand the historical, current, and future trends in computing.

Expected Student Learning Outcome 2

Responsible Learners

Rationale:

Assignments will require students to research the history of computing and analyze the effect computers had on molding the current technological aspects of society and affecting the future of computing.

Objective 5:

Explore the different ways information is disseminated on the Internet and its impact on society. Identify issues in computing as they relate to ethical, social, psychological, political, and economic aspects.

Expected Student Learning Outcome 2

Empowered Learners

Responsible Learner

Rationale:

Assignments will require the students to identify the different forms of social media. Other assignments will require the students to recognize the way an electronic profile of their personal information is created through social media and how the consequences of that profile can affect their privacy and safety. Other assignments will require the students to discuss how the much information they should share online and the consequences of sharing too much information, such as privacy invasion and identity theft.

Objective 6:

Develop critical thinking in the area of current Information Technology issues.

Expected Student Learning Outcome 1 and 2

Empowered Learners

Responsible Learners

Rationale:

Assignments will require the students to research the reason for the creation of the Internet and the world wide web. Other assignments will require the students to explore the consequences of overuse of the Internet and those implications on society in the form of Internet Addiction. They will also explore the different ways

information is disseminated on the Internet that could lead to identity theft, internet privacy evasion, and the impact the Internet has had on society.

Objective 7:

Identify issues of computer security.

Expected Student Learning Outcome 2

Responsible Learners

Rationale:

Assignments will require the students to explore issues affecting computer security including viruses, Internet scams, software piracy and Internet privacy issues.

Objective 8:

Comprehend the components and elements of a computer network.

Expected Student Learning Outcome 1

Empowered Learners

Rationale:

Assignments will be given to require students to utilize computer networks by manipulation of files, saving, copying, moving and opening files on various networks.

Objective 9:

Recognize women who have contributed to the field of technology

Expected Student Learning Outcome 1

Empowered Learners

Rationale:

Assignments will be given to the student to allow them to explore women in technology.

III. Detailed Course Outline

- a. Introduction to Computing Systems (1 hour)**
 - i. History of Computer Development
 - ii. Classification of Computer Systems
- b. Computer Hardware (4 hours)**
 - i. Components of Computer Systems
 - ii. Microprocessors
 - iii. Primary and Secondary Storage
 - iv. Input/Output Components
- c. Systems Software (4 hours)**

- i. Real Time, Single-user, Multiuser, and Multitasking Operating Systems,
 - ii. System Software: Language Translators & Utility Programs
 - iii. Advanced Features of Operating Systems of Computer Systems
 - d. Fundamental Concepts and Basic use of Major Applications (22 hours)**
 - i. File Management
 - ii. Word Processing
 - iii. Electronic Spreadsheets
 - iv. Database Management
 - v. Presentation Graphics
 - vi. Use of the Internet for Information Retrieval and Communications
 - e. Other Personal Use Applications Software (1 hour)**
 - i. Personal Finance Management
 - ii. Management Information Systems/Decision Support Systems
 - iii. Artificial Intelligence and Expert Systems (Basic ideas)
 - f. Computer Networking (3 hours)**
 - i. Components of Data Communications Systems
 - ii. Diversity of Networks
 - g. Impact of Computers on Society and the Individual (2 hours)**
 - i. Computers in Business, Education, Government, Arts and Sciences
 - ii. Ethnicity and racial minorities and ethical considerations, social, psychological, political and economics
 - iii. Ergonomics, Green Computing
 - iv. Women in Technology
 - h. Information Assurance (3 hours)**
 - i. Computer Abuse
 - ii. Computer Misuse
 - iii. Computer Security
 - iv. Computer Crime
 - i. Class Exams (2 hours)**
 - Final Exam (2 hours)
- IV. Evaluation Methods**
 - a. Computer Application Assignments. Each student will complete lab assignments covering word processing, spreadsheets, database

management, presentation graphics and electronic mail concepts. (45% of grade)

Technological Literacy – EUSLO I – Empowered Learner

- b. Reaction papers and/or book review. Each student will read the supplemental book assigned and create either a reaction paper or book review of the assigned book. (10% of grade)

Technological Literacy – EUSLO II – Responsible Learner

- c. Quizzes and Exams. Students will take quizzes and exams on the textbook readings and the application products. There is a minimum of two exams during the course of a regular teaching semester. A final exam will occur at the end of the semester. (45% of grade).

Grading Scale

Assignment/Test	Percentage of Grade
Computer Application Assignments	45
Reaction papers and/or book review	10
Quizzes and Exams	45
TOTAL	100

V. Grading Scale:

90 to 100%	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
Below 60%	F

VI. Undergraduate Course Attendance Policy.

The university attendance policy will be implemented in class

VII. Required Textbook(s)

Pinard, R, (2012), Cmptr, What's Inside, Course Technology Publishing
Burniski, R. W., (2008), Literacy in the Digital Age, Corwin Press, California

Supplemental Books and Readings

- Grayson, R. (2011), Managing your Digital Footprint, The Rosen Publishing Group, Inc, New York.
- Joseph-N. T. (2012) Introduction to Digital Culture, Living and Thinking in and Information Age, Cognella Publishing, San Diego, California.
- Palfrey, J. & Gasser, U., (2008) Born Digital, Understanding the First Generation of Digital Natives, Basic Books Publishing, New York.
- Paparella, M. S., Smiko, E. (2010) Current Topics in Technology, Third Edition, Cengage Publishing.
- Solove, D. J., (2007) The future of reputation: gossip, rumor, and privacy on the internet, Yale University Press.

VIII. Special Resource Requirements

None

IX. Bibliography

Books

- Gaskin, S., (2012), Go! All in One: Computer Concepts and Applications. Pearson Press.
- Hadnagy, C. (2014), Unmasking the Social Engineer: The Human Element of Security, Dr. Paul Ekman, editor, Wiley Press.
- Joseph-N. T. (2012) Introduction to Digital Culture, Living and Thinking in and Information Age, Cognella Publishing, San Diego, California.
- Parsons, J. J., (2014), New Perspectives on Computer Concepts 2014: Introductory, Cengage Learning Publishing.
- Vermaat, M. E., (2014), Discovering Computers, Cengage Learning Publishing.

Microsoft Excel 2010

Instructions

Chapter 2: Using Functions, creating Tables, and Managing Large Workbooks

Materials needed:

GO! With Microsoft Office 2010, Volume 1 textbook page 291
Excel 2010 Folder, Chapter 2 folder
Training, Quiz, Homework grader, Assessment Grader

Objectives:

1. Use the SUM, AVERAGE, MEDIAN, MIN, and MAX functions
2. Move data, resolve error messages and rotate text
3. Use COUNTIF and IF functions and apply conditional formatting
4. Use date & time functions and freeze panes
5. Create, sort and filter an excel table
6. Format and print a large worksheet
7. Navigate a workbook and rename worksheets
8. Enter dates, clear contents, and clear formats
9. Copy and paste by using the paste options gallery
10. Edit and format multiple worksheets at the same time
11. Create a summary sheet with column sparklines
12. Format and print multiple worksheets in a workbook

TASKS TO COMPLETE

TRAINING

You will work through the textbook while completing the training in myitlab. Here are the training activities:

- XL Activity 2.01: Using the SUM and AVERAGE Functions
 - Begin with number 5.
- XL Activity 2.02: Using the MEDIAN Function
- XL Activity 2.03: Using the MIN and MAX Functions
- XL Activity 2.04: Moving Data and Resolving a Column Width Error Message
- XL Activity 2.05: Rotating Text
 - Just do instruction number 2.

- XL Activity 2.06: Using the COUNTIF Function
 - Begin on instruction 5
- XL Activity 2.07: Using the IF Function
- XL Activity 2.08: Applying Conditional Formatting by Using Highlight Cells Rules and Data Bars
- XL Activity 2.09: Using Find and Replace
- XL Activity 2.10: Using the NOW Function to Display a System Date
- XL Activity 2.11: Freezing and Unfreezing Panes
- XL Activity 2.12: Creating an Excel Table
- XL Activity 2.13: Sorting and Filtering an Excel Table
 - Instruction 1, but NOT Retail Price arrow, you go to B13, the ITEM arrow. To filter, go to instruction 4.
- XL Activity 2.14: Converting a Table to a Range of Data
- XL Activity 2.15: Printing Titles and Scaling to Fit
 - Go to instructions 9 and 10
- XL Activity 2.16: Navigating Among Worksheets, Renaming Worksheets, and Changing the Tab Color of Worksheets
- XL Activity 2.17: Entering and Formatting Dates
- XL Activity 2.18: Clearing Cell Contents and Formats
- XL Activity 2.19: Copying and Pasting by Using the Paste Options Gallery
- XL Activity 2.20: Grouping Worksheets for Editing
 - Press Ctrl and click the sheet tabs 'online Sales and In-Store Sales to select them, then type in the text
- XL Activity 2.21: Formatting and Constructing Formulas on Grouped Worksheets, (Ctrl/select sheet tables, insert formulas, apply style)
- XL Activity 2.22: Constructing Formulas that Refer to Cells in Another Worksheet (click the Summary tab, click D6, hit the equal sign, click the In-Store Sales worksheet, click cell F12/ENTER.
- XL Activity 2.23: Changing Values in a Detail Worksheet to Update a Summary Worksheet
- XL Activity 2.24: Inserting Sparklines
- XL Activity 2.25: Moving and Formatting Worksheets in a Workbook
- XL Activity 2.26: Printing All the Worksheets in a Workbook

CONTENT-BASED ASSESSMENTS
PAGES 332 AND 333

1. Complete the Matching in textbook
2. Complete the Multiple choice in textbook
3. Complete the End-of-the-chapter quiz in myitlab

MYITLAB HOMEWORK GRADER

Filename: GO_e02_Grader_EOC.xlsx
Inventory Summary

Download all files to the desktop before proceeding

Complete the Homework Grader Project in myitlab. The instruction file is in Moodle. You have two attempts for this project. After uploading the file to be graded into myitlab, rename the file: "Lastname Excel Homework Grader Chapter 2" and upload it into Moodle before the deadline.

NOTE: After all the above are complete, you are finished with this chapter. However, it is a good idea to continue the training as the exam will have concepts from this chapter.

Microsoft Excel 2010

Rubric

Chapter 2: Using Functions, creating Tables, and Managing Large Workbooks

Worksheet created: Inventory Summary

Project Description:

In this Mastery project, you will edit a worksheet that summarizes the inventory status at the Petaluma production facility.

For the purpose of grading the project you are required to perform the following tasks:

Step	Instructions	Points Possible
1	Start Excel. Open the downloaded Excel workbook named <i>GO_e02_Grader_EOC.xlsx</i> .	0
2	Rename the Sheet1 worksheet tab to Condiments and then display the Toppings worksheet.	4
3	On the Toppings worksheet, in cell B4, insert a function that will total the Quantity in Stock data (A15:A29).	5
4	On the Toppings worksheet, in cell B5, insert a function that will calculate the average retail price of the available toppings (D15:D29).	5
5	On the Toppings worksheet, in cell B6, insert a function that will calculate the median retail price of the available toppings (D15:D29).	5
6	On the Toppings worksheet, in cell B7, insert a function that will calculate the lowest retail price of the available toppings (D15:D29).	5
7	On the Toppings worksheet, in cell B8, insert a function that will calculate the highest retail price of the available toppings (D15:D29).	5
8	On the Toppings worksheet, in cell B10, insert a function that will count the total number of salsa products available.	5
9	On the Toppings worksheet, in cell G15, insert a function that will display the text Order if the value in the Quantity in Stock column is less than 50. Otherwise, the function will display the text OK . Copy the function in cell G15 to the range G16:G29. (IF Function)	8

Step	Instructions	Points Possible
10	On the Toppings worksheet, apply conditional formatting to the range G15:G29 so that cells containing the text <i>Order</i> are formatted as Bold Italic, with a font color of Aqua, Accent 1 (under Theme Colors).	8
11	On the Toppings worksheet, display orange data bars with a gradient fill in all cells in the range A15:A29.	8
12	On the Toppings worksheet, create an Excel table using the range A14:G29, which includes headers. Format the table as Table Style Light 9. Sort the Item # column from smallest to largest.	4
13	Filter the Category column so that only salsa products are displayed. Insert a total row, and then sum the Quantity in Stock column to display the number of salsa products in stock. Record the result in cell B11.	4
14	Clear the filter from the Category column. Remove the total row from the table.	12
15	Modify the Toppings worksheet so that row 14 prints at the top of each page.	4
16	Group together the Condiments and Toppings worksheets. Center the worksheets horizontally on the page, and then change the scaling of the worksheets so that the width of the contents fits on one page.	4
17	On the Summary worksheet, in cell C9, insert a linking formula that will refer to the value from cell B8 on the Toppings worksheet.	5
18	On the Summary worksheet, in cell D9, insert Column sparklines using the values B9:C9.	6
19	On the Summary worksheet, in cell D9, apply Style Accent 5, Darker 50% to the sparklines.	3
20	Ensure that the worksheets are correctly named and placed in the following order in the workbook: Summary, Condiments, Toppings. Save the workbook. Close the workbook and then exit Excel. Submit the workbook as directed.	0
	Total Points	100

Liberal Studies Course Approval General Information

- 1 Since this course is taught by three departments, there is an inter-disciplinary committee established whereby faculty members from all three departments meet to exchange ideas on the pedagogy of teaching the course. There are discussions about the syllabus of record, outcomes, use of textbooks, and supplemental reading materials. Ideas are exchanged on how to better deliver the content and evaluate the learning outcomes. Conversations are held on the different methods of assessment and which best meet the needs of the students to attain the learning outcomes for the course.
- 2 The area in the syllabus of record that would address ethnic and racial minorities and of women would be in Section III g, ii and iv of the Detailed Course Outline. Subsection ii is entitled Ethnicity and racial minorities and ethical considerations, social, psychological, political and economics. In this section students will investigate and compare computer use not only by racial minorities, but also by ethnicity and social status. Subsection iv covers women in technology. Based on research done by the students on women in technology, students will explore women as trailblazers in computing as well as CEOs of technological corporations on the cutting edge of technology.
- 3 Each instructor will choose the supplemental reading material of his/her choice. Suggestions for non-textbook materials are listed in the syllabus of record in section IV, 'Examples of Supplemental Books'. In addition, in section IV, Evaluation Method, there is a criteria set for the assessment of the supplemental reading through a reaction paper or book review that will comprise 10% of the student's course grade.
- 4 This is an introductory course to digital technology. It is designed to give the student the digital literacy concepts and skills to become successful in his/her discipline. For example, when the any professor requests the student to prepare an assignment on an excel spreadsheet, that student, upon completion of this course, will be able to do so without instruction. The student will have the knowledge to use Word to format research papers in accordance with MLA or APA standards. If an assignment is given that requires Internet searching skills, the student will have the knowledge to evaluate websites for reference. Basic competence in using digital technology is needed to acquire the skills needed to succeed in the 21st century. Even though the majority of the students we teach are digital natives, they lack the digital literacy needed to troubleshoot a crashed computer; to understand the copyright laws to not plagiarize, to know common terminology such as GB, or how to safely surf the Internet, general web literacy; basic issues of cybersecurity and basic issues of computing in today's society.

OLD SYLLABUS OF RECORD

MICROBASED COMPUTER LITERACY

I. Catalog Description

BTED101		
COSC101	Computer Literacy	3 credits
IFMG101		0 lab hours

Prerequisite: None

(3c – 0l – 3h)

An introductory course designed to provide students with a fundamental understanding of computers. The course familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major). Note: This course is cross listed as BTED and IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

II. Course Objectives

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

- List the components of a microcomputer system.
- Use software in the categories of operating systems, word processing, spreadsheet, database management, presentation graphics, and the enhancement of learning.
- Use e-mail and the Internet to communicate and locate information.
- Understand the historical, current, and future trends in computing.
- Identify issues in computing as they relate to ethical, social, psychological, political, and economic implications.
- Develop critical thinking in the area of current Information Technology issues.
- Identify issues of computer security.
- Comprehend the components and elements of a computer network.

III. Detailed Course Outline

- | | | |
|-----------|---|----------------|
| A. | Introduction to Computing Systems | 1 hour |
| | 1. History of Computer Development | |
| | 2. Classification of Computer Systems | |
| B. | Microcomputer Hardware | 4 hours |
| | 1. Components of Computer Systems | |
| | 2. Microprocessors | |
| | 3. Primary and Secondary Storage | |
| | 4. Input/Output Components | |
| C. | Systems Software | 4 hours |
| | 1. Real Time, Single-user, Multiuser, and Multitasking Operating Systems, | |
| | 2. System Software: Language Translators & Utility Programs | |
| | 3. Advanced Features of Operating Systems | |
| D. | Major Applications | |
| | 1. File Management | 2 hours |
| | a. Fundamental Concepts | |
| | b. Basic Applications | |
| | 2. Word Processing | 4 hours |
| | a. Fundamental Concepts | |
| | b. Basic Applications | |
| | c. Integration | |
| | 3. Electronic Spreadsheets | 6 hours |
| | a. Fundamental Concepts | |
| | b. Basic Applications | |
| | c. Integration | |
| | 4. Database Management Systems | 5 hours |
| | a. Fundamental Concepts | |
| | b. Basic Applications | |
| | c. Integration | |
| | 5. Presentation Graphics Applications | 2 hours |
| | a. Fundamental Concepts | |

- b. Basic Applications
 - c. Integration
- 6. Use of the Internet for Information Retrieval and Communications 3 hours
 - a. Fundamental Concepts
 - b. Basic Applications
 - c. Electronic Library Catalogs and other Public Database Systems
- E. Other Personal Use Applications Software 1 hour
 - 1. Personal Financial Management
 - 2. Management Information Systems/Decision Support Systems
 - 3. Artificial Intelligence and Expert Systems (Basic ideas)
- F. Computer Networking 3 hours
 - 1. Components of Data Communications Systems
 - 2. Diversity of Networks
- G. Impact of Computers on Society and the Individual 2 hours
 - 1. Computers in Business, Education, Government, Arts and Sciences
 - 2. Ethical considerations, social, psychological, political and economics
 - 3. Ergonomics, Green Computing.
- H. Information Assurance 3 hours
 - 1. Computer Abuse
 - 2. Computer Misuse
 - 3. Computer Security
 - 4. Computer Crime
- I. Exams 2 hours

Assignments

Assignments will include exercises on word processing, spreadsheets, database manipulation, and presentation graphics. Also, students will read a related book/or articles dealing with the application of computers in subject areas that are related to their major fields of study or are of interest to them. There will be an assignment made based on the material read. The students then present summary reports of the articles together with their reactions to the articles.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

	Suggested Percentage
1. Homework and/or lab work covering word processing, spreadsheets, database management, presentation graphics and electronic mail.	45%
2. Reaction papers and/or book review.	10%
3. Quizzes and Exams: Minimum of two exams during the course of the regular teaching semester, and a final exam at the end of the semester.	45%

V. Example Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 and below = F

VI. Attendance Policy

Individual faculty assigned to teach the course will establish an attendance policy, which will appear on the course syllabus that is consistent with University policy

VII. Required Textbook(s), Supplemental Books and Readings

This course requires several textbooks. Following are typical up-to-date textbooks that have been used by various professors in all three departments.

- Beekman, G. & Quinn, M. *Tomorrow's Technology and You, Complete* (8th Ed.) Pearson, Prentice Hall.
- Daley, B. (2008) *Computers are Your Future, Complete* (9th Ed.), Pearson, Prentice Hall.
- Evans, A. & Martin, K. & Poatsy, M.A., (2008) *Technology in Action* (4th Ed.) Pearson, Prentice Hall.
- Gaskin, & Turpen, & Ferrett, & Preston, & Vargas (2007), *GO! With Microsoft Office 2003 Brief*, (2nd Ed.) Prentice Hall Publishing.
- Grauer, R., & Barber, M. (2007) *Exploring Microsoft Office 2003, Volume 1* (2nd Ed.) Prentice Hall Publishing.
- O'Leary, L. I., & O'Leary, T J (2007) *Computing Essentials 2007: Complete Edition*. The McGraw Hill Companies.**
- Parsons, J. J., & Oja, D. (2007) *New Perspectives on Computer Concepts Brief* (10th Ed.) Thomson, Course Technology.
- Shaffer, A. & Zimmerman, B. B. & Adamski, J. J. & Finnegan, K. T., & Carey, P. (2006) *New Perspectives on Microsoft Office 2003 Brief*, (2nd Ed.), Thomson, Course Technology.
- Shelly, G. B., & Cashman, T. J., & Vermaat, M. E. (2006) *Microsoft Office 2003: Introductory Concepts and Techniques, Premium Edition*, Thomson, Course Technology.
- Shelly, G. B., & Cashman, T. J., & Vermaat, M. E. (2007) *Discovering Computers 2008, Introductory*, Thomson, Course Technology.
- Shelly, G. B., & Cashman, T. J., & Vermaat, M. E. (2007) *Discovering Computers 2008, Complete*, Thomson, Course Technology.

Reading (Liberal Studies) Requirement Books (not limited to these books)

- Berners-Lee, T. & Fischetti, M., (1999) *Weaving the Web*, HarperSanFrancisco Publishing
- Hafner, K. & Markoff, J. (1995) *Cyberpunk, Outlaws and Hackers on the Computer Frontier*, Simon & Schuster Publishing.
- Hirschbuhl, J. J. & Kelley, J. (Eds.) (2007) *Annual Editions Computers in Education* (12th Ed.) McGraw Hill Publishing.
- Shimomura, T. & Markoff, J. (1996) *TakeDown, The Pursuit and Capture of Kevin Mitnick, America's Most Wanted Computer Outlaw—By the Man Who Did It*, 1996, New York,

Hyperion

Stoll, C. (1990) *The Cuckoo's Egg, Tracking a Spy Through the maze of Computer Espionage*, Pocket Books Publishing.

Stoll, C., (1995) *Silicon Snake Oil*, Anchor Books Publishing/

Valovic, T., (2000) *Digital Mythologies*, Rutgers University Press.

VII. Special Resource Requirements

None

VII. Bibliography

Computerworld, Inc., 2007, *Computer Security Newsletter online*. Subscription address:
<http://www.computerworld.com/action/member.do?command=editNewsletterPreferences>

Courter, G. & Marquis, A. (2004) *Mastering Microsoft Office 2003 for Business Professionals*, Sybex Inc.

Windows XP Professional Complete, (2002), Sybex, Inc.

Courter, G. & Marquis, A. (2002) *Microsoft Office XP Specialist Study Guide 2003*, Sybex Inc.

The Microsoft Office Team, (2001) *Microsoft Office XP Resource Kit*, Microsoft Corporation.

Part III: Letters of Support

Email of support from LeAnn Wilkie, chairperson of BTED

▼ **Subject: Re: Computer Literacy Course Revision Notification**
From: LeAnn Wilkie <wilkie@iup.edu>
Date: 03/08/13 04:40 PM
To: toneil@iup.edu

I approve.

LeAnn Wilkie, Chairperson
Technology, Support & Training Department
Eberly College of Business & Information Technology
664 Pratt Drive, Suite 224A
Indiana, PA 15705
724-357-3003
Website: <http://www.iup.edu/technologysupport/default.aspx>

Email of support from Dr. Pankaj, chairperson of MIS

▼ **Subject: Letter of Support for Course Revision of COSC 101/ IFMG 101/BTED 101**
From: Pankaj (PC) <pankaj@iup.edu>
Date: 03/07/13 07:27 PM
To: toneil@iup.edu
Cc: 'Sai Obitay' <cobitay@iup.edu>

Full Headers
Raw Message

Dear Tess,

The MISDS department has received the course revision for the COSC 101/IFMG 101/BTED 101 course. This course revision was discussed and approved by the Computer Literacy Syllabus Committee comprising of representatives from Computer Science, MISDS, and TST departments. This revision is needed for the course to meet the new liberal studies requirements.

The MISDS department endorses and supports this revision and would like to thank you for your critical role for getting this revision done in this timely fashion.

Thanks and Regards
Pankaj

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- _____ Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked
- _____ Course syllabus in UWUCC format
- _____ UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.
- _____ Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment
- _____ Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.

Please Number All Pages