



CSIS-103: INTRODUCTION TO THE INTERNET

Effective Term

Fall 2023

BOT Approval Date

10/13/2022

Discipline

CSIS - Computer Sci/Info Systems

Course Number

103

Course Title

Introduction to the Internet

Short Title

Introduction to the Internet

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides an overview of the computing and networking technologies that support the Internet and the World Wide Web. Students will learn and use various web services and have the opportunity to create a simple web page.

Codes

TOP Code (CB 03)

0701.00* - *Information Technology, General

CIP Code

11.0202 - Computer Programming, Specific Applications.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Explain and describe the organization of the internet and the services available.
2. Evaluate online information resources for currency, relevance, authority, accuracy, and purpose (CRAAP).
3. Evaluate, use, and assess web-based services for communication and collaboration.
4. Evaluate, use, and assess social networking services for inclusiveness, diversity, and equity.
5. Assess internet and web security threats and use or implement appropriate countermeasures.
6. Consider and assess e-commerce capabilities vis-à-vis the markets they support.
7. Design and create web pages which are inclusive of marginalized populations.
8. Demonstrate that working effectively as a member of a team to accomplish common goals requires properly implementing diversity, equity, and inclusiveness.
9. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports, and documentation for a diverse range of audiences.

10. Demonstrate a mastery of search engine usage by investigating and assessing new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
11. Prepare a list of career paths in the tech sector related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.
12. Identify and assess the barriers that exist for marginalized populations in internet-based services and workplaces.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
Construct an effective search string for an online information resource to find relevant information (as it pertains to a problem/case scenario)
Evaluate and assess online information resources (as they pertain to a problem/case scenario) for accuracy.
Evaluate and assess online information resources (as they pertain to a problem/case scenario) for authority.
Use and administer anti-virus software to refresh and update security definitions.
Create a web page that includes a graphic element.
Create a web page that includes a web page title.
Create a web page that includes a narrative text.
Create a web page that includes working hyperlinks.
Engage in multiple and simultaneous outcomes and activities.
Identify options and generate alternative approaches.
Prepare a list of career paths related to the program of study, including any qualifications and/or professional certifications that may be associated with those careers.

Program Learning Outcomes

Learning Outcome
Recognize that a system consists of people, procedures, hardware, software, and data within a global environment.
Apply systems concepts in the investigation, evaluation, and resolution of information technology problems.
Recognize how the very large amounts of data collected by modern organizations can be used to review, redesign, and improve processes.
Employ applications software and software tools in the application of information technologies to help individuals, groups, and organizations achieve their goals.
Analyze existing processes based on interviewing, observation, documentation, analysis and other similar methods.
Research and apply industry reference models and best practices in order to improve process designs.
Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
List career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Introduction to the Internet
 - a. History
 - b. Structure
 - c. Getting connected
 - d. Digital divide from an Internet perspective
2. Browser basics
 - a. Microsoft Edge
 - b. Google Chrome
 - c. Safari, Opera, Firefox, etc.
3. Data Communications Overview
 - a. Digital networks
 - b. Basic communication
 - c. Local area networks
4. Searching the web
 - a. Search engines
 - b. Directories
5. Information Resources on the Web
 - a. Finding Web sites
 - b. Evaluating Web sites
 - c. Recording research results in a memo, report, or other documentation
 - i. U.S. Copyright Laws
 - ii. Intellectual Property rights
 - iii. GNU licensing
6. Internet Technologies
 - a. Packet switching
 - b. Broadband and wireless access
 - c. Distributed computing
7. Basic Communications on the Internet:
 - a. Email
 - i. Email concepts
 - ii. Email clients
 - iii. Web-based email
8. Downloading and Storing Data
 - a. Using FTP
 - b. Storage sites
9. Mass Communication on the Internet
 - a. Mailing lists
 - b. Newsgroups
10. Social networking
 - a. Netiquette
 - b. Evaluate and assess social networking services for diversity, inclusiveness, and equity.
11. WWW - documents (HTML - How to design and create a Web page to be inclusive and accessible to all populations especially those that have been traditionally marginalized by society as a whole)
 - a. Structure
 - b. Tags/elements

- c. Attributes
 - d. Web Accessibility Initiative (WAI)
- 12. Remote login
- 13. Secure communications
 - a. Encryption
 - b. Firewalls
 - c. Intrusion detection
- 14. E-Commerce
 - a. Internet shopping
 - b. Internet malls
 - c. Internet auctions
- 15. Life-Long Learning
 - a. Diverse, inclusive and equitable Web resources
 - b. Diverse, inclusive and equitable relevant publications
 - c. Other educational opportunities
- 16. Career Options
 - a. How this course relates to standard job classifications
 - b. Relation to industry and vendor certification paths
 - c. Overview of technical skills
 - d. Examining diverse, inclusive, and equitable practices of access, hiring, and salaries in internet-based workplaces.

Methods of Instruction

Method

Discussion

Integration

Guided discussion will be used to explain and describe the organization of the Internet and the services available in addition to identifying diversity, inclusiveness, and equity related to those services. This will include topics regarding the pitfalls that can occur like online harassment campaigns and doxing for marginalized groups. Student will be asked to respond with their observations of how the Internet is organized and how it affects Internet-based services used by the student. Discussion will cover student observations of diversity and inclusiveness as it relates to the use or misuse of the organizational structure and services of the Internet.

DE Adaptations for MOI

The instructor's lecture material explaining and describing the organization of the Internet and the services available including diversity, inclusiveness, and equity related to those services can be provided using accessible text-based, audio only-based, or video based distribution. Instead of a face-to-face discussion, an accessible CMS discussion forum will be used instead. The instructor and students will have an interactive discussion of the subjects covered in the lecture material using the designated CMS discussion forum.

Method

Directed Study

Integration

Directed study will be used to show students how to design and create Web pages for marginalized populations. Issues will include but are not limited to: using alt attributes in images for vision impaired individuals, using a variety of hues/shades in emojis that represent marginalized populations. Use of pronouns that include non-binary populations, etc.

DE Adaptations for MOI

Directed study will be accomplished by using an accessible video/audio capture software (e.g. Camtasia) that will permit instructor demonstration to be captured and deployed via the accessible MSJC designated CMS course shell. Hands-on activities by students will be accommodated and supplemented with the use of the accessible MSJC remote desktop service which provides access to free online source code editors. Students will submit the completed assignment using the CMS assignment tool. Instructor scoring and comments will be completed using the CMS grading tool within one week of the assignment's due date.

Method

Lecture

Integration

Lecture will be used to illustrate topics such as how to evaluate, use, and assess online information resources. Lectures will also include relevant content regarding the diversity, inclusiveness, and equity of various online resources or lack thereof and their historical impact on disadvantaged communities of color, gender, sexual identity, including lack of accessibility, lack of consideration for differing viewpoints, cultural norms, or language, etc.

DE Adaptations for MOI

Lecture, instructions for completing the assignment, and examples will be accomplished by deploying accessible video/audio capture of instructor-developed lecture, instructional materials and assignment examples, eBooks, textbook resources, and web resources via accessible internet-based resources like YouTube, the CIS course management system and MSJC CMS.

Method

Group Projects

Integration

Paired and small-group problem solving discussions will be used to teach students how to prepare a list of career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

DE Adaptations for MOI

Pair and small-group problem solving discussions will be used to teach students how to prepare a list of career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers. These discussions can be facilitated using the MSJC provided accessible CMS discussion forums and other appropriate accessible social networking tools.

Method

Film/video Viewing and Discussion

Integration

Students will view a selection of accessible internet videos on diversity, inclusiveness, and equity in the internet tech sector which will identify the lack of representation in various job positions by marginalized groups, gender harassments, etc. Afterwards, a class discussion of what students learned will include additional interjections by the instructor in an effort to help students achieve the objectives set forth in a pre-posted rubric that will be used for scoring.

DE Adaptations for MOI

Students will view accessible internet videos by accessing pre-designated URLs using their own digital device. In place of the class discussion students will discuss what they learned in the video using a designated MSJC provided accessible CMS discussion forum where the instructor will interact with students by posting statements that provoke critical thinking. Students will post required responses to the instructor posts and other student responses. The instructor will respond to student responses in an effort to help students achieve the objectives set forth in a pre-posted rubric that will be used for scoring. Instructor scoring will be completed using the CMS grading tool within one week of the assignment due date.

Methods of Evaluation**Method**

Research Projects

Integration

Provided search criteria, instructions, and an example assignment, students' will demonstrate their mastery of search engine features by locating specified topics including identifying the lack of representation in various job positions by marginalized groups, gender harassments, etc. and will be evaluated for correctness (did the search string locate the target), effectiveness (was the search string constructed in an effective fashion so as to minimize the number of false hits and maximize the number of correct hits), and documentation/presentation of the assignment (spelling, grammar, formatting). The posted material will be assessed according to a rubric posted with the assignment.

DE Adaptations for MOE

Instructions for the project will be provided using the accessible MSJC designated CMS course shell. Students will post a word processing document, PowerPoint presentation, or written text in a designated assignment module using the MSJC provided accessible course CMS which includes screen captures of Internet searches and the results. The posted material will be assessed according to a rubric posted with the assignment and scored using the CMS grading tool within one week after the assignment due date.

Method

Class Participation

Integration

Students' knowledge and comprehension of course topics such as social networking services will be evaluated on initial contribution to an online discussion forum for suitability (applicability to the topic at hand), and content. Regarding written participation activities, evaluation might also consider completeness (were all 'talking points' addressed in the response) and presentation (spelling, grammar, and format). Any instructor designated accessible online discussion forum can be used. Scoring will be based on a provided rubric and posted along with instructor comments using the grading tool available in the MSJC provided accessible CMS.

DE Adaptations for MOE

In the online version of the course, students' knowledge and comprehension of course topics such as social networking services will be evaluated on initial contribution to an online discussion forum for suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all 'talking points' addressed in the response) and presentation (spelling, grammar, and format). Any instructor designated online discussion forum can be used. Scoring will be based on a provided rubric and posted along with instructor comments using the grading tool available in the MSJC provided accessible CMS within one week after the assignment due date.

Method

Projects

Integration

Upon receiving a Web page spec sheet, students' will demonstrate their ability to design and build a simple web page using an ASCII text editor. Projects will be evaluated on completeness (were each of the required elements incorporated into the site), presentation of the site (do the elements conform to the web design guidelines and use of correct HTML syntax as discussed in class), documentation (spelling, grammar, formatting, is the mark-up of each of the project stages complete). Scoring will be based on a provided rubric and posted along with instructor comments using the grading tool available in the MSJC provided accessible CMS course shell within one week after the assignment due date.

DE Adaptations for MOE

Files necessary for completing the project will be provided via the accessible MSJC CMS course shell which the student will access using a Web browser on their digital device of choice. Step-by-step instructions along with explanations of what the student is learning will be provided by the assigned textbook available in both hardcover and eBook format (the later is integrated into the CMS course shell). Students will post their completed HTML document to the CMS course shell's designated assignment page using a Web browser on their digital device of choice. Scoring will be based on a provided rubric accessible from the CMS assignment page and posted along with instructor comments using the grading tool available in the CMS course shell within one week after the assignment due date.

Method

Quizzes

Integration

Low risk formative quizzes containing randomly selected true/false, matching, multiple choice, and multiple answer questions drawn from a pool of questions aligned to the course objective(s) the student is currently learning like the organization of the internet, e-commerce capabilities, computing technologies, etc. will be provided using the MSJC provided accessible CMS course shell which will programmatically determine the students score on each attempt based on the number of correct answers provided. The CMS will always maintain the student's highest score so that they will be encouraged to retake the quiz many times without the risk of receiving a lower score and the correctly answered questions will be provided to the student to help the student meta-cognitively

evaluate how well they are retaining the instructional content and to determine whether they should continue taking the quiz in order to improve retention as preparation for an upcoming higher scoring summative assessment.

DE Adaptations for MOE

Quizzes will be disseminated, accessed, and programmatically scored based on the number of correct answers provided by the student once the quiz is completed using the accessible MSJC designated CMS course shell's Assignment Quizzes tool.

Method

Exams/Tests

Integration

Summative exams containing randomly selected true/false, matching, multiple choice, and multiple answer questions aligned to the course objective(s) the student is currently learning like the organization of the internet, e-commerce capabilities, computing technologies, etc. will be provided using the MSJC provided accessible CMS which will programmatically determine the students score.

DE Adaptations for MOE

Exams/tests will be disseminated, accessed, and programmatically scored based on the number of correct answers provided by the student once the quiz is completed using the accessible MSJC designated CMS course shell's Assignment Quizzes tool.

Assignments

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Dr. Latisha Jackson, the recently selected superintendent of the Arden Valley Independent School District, has just returned from the National Education Association Leadership Summit in Chicago, Illinois. Among the many sessions they attended at the conference, one session in particular, entitled "Gaps in School Acceptable Use Policies," has motivated her to do a review of the Arden Valley school district's acceptable use policies. You are serving as an intern in the superintendent's office this semester and will help Dr. Jackson with her review. Dr. Jackson is especially concerned about how the school district handles intellectual property (IP) rights. They believe that many of those involved in properly obtaining and citing these rights, such as students, teachers, and administrators, might not have sufficient knowledge about the process. Dr. Jackson has created the following list of questions to begin their review.

1. How does U.S. copyright law define fair use as it applies to school districts?
2. What can the school district do to help people make ethical choices concerning IP rights?
3. What types of IP rights does the acceptable use policy need to cover?
4. Are there online tutorials that students, teachers, and administrators can view to increase their knowledge of IP issues?
5. What are the legal implications for individuals and for the school district if there is a breach of IP rights?
6. What legal steps can the school district take to protect itself against a violation of IP rights by a student or employee?
7. Does the current policy on the use of software by the district adequately cover all possible instances of IP rights violations, and does it spell out the consequences of these violations?

As a first step in finding out answers to her questions, Dr. Murphy has asked you to compile a list of online references about copyright issues. While you are still learning about the Internet, you agree to give it "the old college try."

Dr. Jackson suggests beginning your search with the website for the United States Copyright Office at <http://www.copyright.gov>. Student's understanding of the material will be assessed by having them discuss what they learned with other students in a designated MSJC provided accessible CMS discussion forum. Scoring will be based on a provided rubric and posted along with instructor comments using the grading tool available in the MSJC provided accessible CMS course shell.

How assignment will be adapted in online format

Students will access reading materials using their hard copy of the textbook or the accessible eBook that is available in the MSJC designated CMS course shell. Student discussions will occur using the CMS discussions forum tool which includes a rubric identifying the key points the students should focus on and how the assignment will be scored. Using the discussion forum tool the

instructor will also take part in the discussion by commenting on students posts and posing questions to each student encouraging critical thinking about the subject matter. Scoring of the assignment will be completed using the CMS grading tool and following the provided rubric within one week of the assignment due date.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Doug Taylor is the director of public relations at a southeastern veterans hospital. He has been approached by a local TV news station for an interview concerning an outbreak of influenza in the area. In addition to other information that Doug already holds concerning the outbreak, he has asked you to search for information on government websites that might be pertinent to the outbreak.

1. Open a Web browser on a digital device of your choosing and navigate to <http://www.google.com>.

2. In the search box, type influenza. Press ENTER. How many hits did this search produce? 3. Modify your search from step 2 to restrict the search on influenza to the Centers for Disease Control website at <http://www.cdc.gov> by using the site operator. How many hits did this search produce? It should be many fewer than the search in step 2. Explain why this is so.

4. A wildcard operator is a special character that can be used in a search to stand in for one or more missing characters. One wildcard operator is the * character, which can be used to search for results of a certain form without completely specifying exactly what you are searching for. For example, if you searched for the query to *, or not to * the search would produce results of this form but could include results for the phrase "to be, or not to be," "to hold, or not to hold," or "to eat, or not to eat," among others. Modify your query from step 3 to search for information on influenza on any government site by using `site:*.gov`. How many hits did this search produce? It should be significantly more than the search conducted in step 3. Explain why this is so.

5. Look through the results from step 4 to compile a list of at least seven different government domain names that are present in the results. Note: For example, `cdc.gov` is one domain that is present in the results, and `nih.gov` is another.

6. Submit your answers to your instructor if directed to do so. Include the browser that you chose to use.

Post your responses to the questions above to the Tutorial 3 discussion forum. Then read two other student posts and reply to their post by identifying the similarities and differences between your post and theirs. Be sure to use adhere to the rules of netiquette in your replies. Scoring will be based on a provided rubric and posted along with instructor comments using the grading tool available in the MSJC provided accessible CMS within one week after the assignment due date.

How assignment will be adapted in online format

Students will access the accessible lecture material (video, audio, eBook, or HTML page) provided in the MSJC designated CMS course shell and will be posting their written assignment and replies to other student posts using the discussion tool in the MSJC designated CMS course shell. Students will be evaluated by their amount of participation in the discussion forum using the provided rubric. Using the discussion forum tool the instructor will also take part in the discussion by commenting on students posts and posing questions to each student encouraging critical thinking about the subject matter. Scoring will be based on the provided rubric and posted along with instructor comments using the grading tool available in the MSJC provided accessible CMS within one week after the assignment due date.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

After listening or viewing the lecture material regarding Internet-based careers, the benefits of working in a diverse, equitable, and inclusive workplace environments and an in-depth exposition dealing with the complexities related to opportunity or achievement gaps or other complex topics related to DEI, use a Web browser on your digital device of choice to search for Internet-based careers

which you find to be of interest. Using word processing or presentation software write out a list of internet related career paths as well as any qualifications and/or professional certifications that may be associated with those careers. Also, identify the diverse, equitable, and inclusive aspects you learned about from the lecture that you think could be related to your career of choice. In addition, use the search related skills you learned from the lecture to locate videos, stories, posts or other online content that will provide you additional information considering things like, does the field appear to support diversity, inclusiveness, and equity in its hiring practices, does the field appear have a diverse and inclusiveness workforce, are all employees paid equitably, are opportunities for advancement diverse, inclusive and equitable, etc.?

Post the resultant file(s) using the assignment 4 submission link in the MSJC accessible CMS course shell. Review the posted rubric for information on how the assignment will be scored. Your instructor will use the accessible CMS grading tool to score and comment on the assignments within one week of the assignment's due date. After reviewing instructor comments, students will have the opportunity to make corrections to their assignment and achieve a higher score.

How assignment will be adapted in online format

Lecture material will be provided using accessible video, audio, textbook, and/or eBook. The in-depth class discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students could also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class. Student Web searches will consist of using a Web browser on their digital device of choice. Students will be using accessible online word processing or presentation software to create their assignments. And the CMS Assignment tool will be used by students for assignment submission and the CMS grading tool will be used for scoring and commenting by the instructor within one week of the assignment's due date.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

After viewing designated accessible videos on the negative impacts that social media has on marginalized communities, what solutions are being offered, and the current regulatory statutes regarding social media companies, post your observations and any thoughts you have about the communities that are impacted, the solutions being offered, current regulations, and any insight you might be able to offer for dealing with the issues to the designated discussion forum found on the MSJC provided accessible CMS course shell discussion forum. Reply to any student or instructor posts made to your post and after reading the posts of your peers make a reply to at least two by commenting on their post by identifying points you liked or adding to their point of view with your own unique observations. Be sure to use netiquette when making replies and be encouraged to reply to all posts you found to be of interest. Be sure to read the posted rubric to learn how this assignment will be scored. Scoring is based on the provided rubric and scoring will be posted with instructor comments using the grading tool in the MSJC provided accessible CMS. After reviewing instructor comments, students will have the opportunity to make corrections to their assignment and achieve a higher score.

How assignment will be adapted in online format

Students will view the videos using their own digital device of choice when not in a face-to-face class using the instructor posted links on the designated assignment page of the CMS. The students and the instructor will use the designated CMS discussion forum for making their posts and replies. The instructor will score the student posts according to the provided rubric and make comments using the CMS grading tool within one week of the assignment's due date.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

After hearing/viewing the instructor's lecture on how the Internet is organized and the services it provides including the instructor's opinions on diversity, inclusiveness, and equity regarding the Internet's organization and services, students will interact in a class discussion, first in groups, then to the class with a designated group member reading the bullet points collected during the group discussion. Scoring will be based on the student's participation in their group as observed by the instructor. Scores will be posted with comments to the MSJC provided CMS using the grading tool. After reviewing instructor comments, students will have the opportunity to make corrections to their assignment and achieve a higher score.

How assignment will be adapted in online format

Instead of face-to-face groups, students will be assigned into groups in an online discussion forum to discuss their opinions of the Internet organizational structure and provided services. Scoring will be based on the students participation in their group discussion as observed by the instructor. Scores will be posted with comments to the MSJC provided CMS using the grading tool within one week of the assignment's due date.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Following the step-by-step instructions provided in the course textbook, build a simple HTML page promoting a self-defense class for the elderly. Any online accessible ASCII text editor can be used to write the source code and your Web browser will be used to view the completed HTML document. The requirements will include using a document type declaration to identify the version of HTML being incorporated into the document. Also, the correct use of the emphasis and strong tags along with the alt attribute in images for use by screen readers and the proper use of heading levels. Submit your HTML document using the accessible MSJC designated CMS course shell's assignment tool. Be sure to view the posted rubric to learn how scoring will be applied to the assignment which include but are not limited to: using alt attributes in images for vision impaired individuals, using of a variety of hues/shades in emojis that represent marginalized populations and the use of pronouns that include non-binary populations. The grading tool will be used by the instructor for scoring and commenting on your assignment based on a provided rubric within one one of the assignment's due date.

How assignment will be adapted in online format

Students will use their pre-purchased hard copy of the textbook or the accessible eBook provided in the CMS to view the step-by-step instructions. Students can use an ASCII text editor on their own digital device of choice or use the accessible MSJC remote desktop system for accessing web-based applications to create and write their HTML source code file. Students will submit the completed source code file using the CMS designated Assignment page which includes an accessible scoring rubric. The assignment will be scored based on the provided rubric and commented on by the instructor using the CMS grading tool within one week of the assignment's due date.

Course Materials**Textbooks**

Evans, J., Hooper, R. (2018). New Perspectives On The Internet: Comprehensive, Loose-leaf Version, 10th Edition Course Technology. ISBN: 9781337283908

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision operates with a foundational intention of diversity, inclusion, and equity. The objectives were updated to include the necessity of teaching diverse, inclusive, and equitable content from multicultural and intersectional perspectives. These include identifying and assessing the barriers that exist for marginalized populations in internet-based services and workplaces as well as creating web pages which are inclusive of marginalized populations, demonstrating that working effectively as a member of a team to accomplish goals requires properly implementing, diversity, equity, and inclusiveness, and evaluating social networking services for inclusiveness, diversity, and equity.

The revised COR aligns with our revised objectives to create opportunities for students from a variety of backgrounds to hone new skills while acknowledging and honoring their existing aptitudes and knowledge base. Instructional content, assessments, and assignments portions of the COR have been revised to insure diverse, inclusive, and equitable implementations that not only meet the needs of a multicultural and intersectional population, but also helps to ensure higher rates of successful completion for marginalized communities.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To facilitate the instruction of diverse learners, assignments include both formative and summative assignments. This scaffolding approach is designed to assist learners of varying aptitudes to better learn about the internet, its services, and resources. For instance, quizzes can be taken many times, allowing students to metacognitively evaluate their own understanding of the material they have been learning in a particular module and become better prepared to successfully complete the associated summative exam. Many assignments also allow students to choose a preferred subject to focus on, enabling students to make a stronger connection with the course content and take ownership of their learning to a greater degree.

Methods of instruction and methods of evaluation also present course information in a variety of ways to cater to student preferences for different modalities. While lectures and video presentations inform through narrative, student projects such as developing a Web page, group discussions, and written reports on internet technologies allow students to demonstrate their knowledge in a multitude of ways. These projects also enable students to demonstrate their knowledge in a manner that allows them to take ownership of the material by allowing them to select subjects that have more meaning to their lives. In-class and online discussions and student projects which examine the impact of diversity, inclusion, and equity in internet workplaces, including racial and gender pay gaps, inform students as to the direct impact it has on humankind. This allows students to connect with the material on a personal level, making it relevant to their own lives. The DE portion of the course ensures that all instructional material is accessible and that all applications used in the course adhere to accessibility guidelines.

Interactions

Explain how the course will incorporate student-to-student interaction.

For both face-to-face and online modalities, group work will give students the opportunity to collaborate on application of social media, e-commerce, search engine results and ranking systems, as well as the organizational structure of the internet. In both modalities, students will be given frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience internet-based applications from different countries and of different socioeconomic backgrounds.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical analysis and/or theoretical lenses, clarify concepts, pose questions, and or/encourage students to make connections between course concepts and larger societal concerns; explore socio-historical contexts, and examine common internet activities through an intersectional lens; will offer lectures on course concepts, critical approaches, variant interpretations, socio-historical contexts, and composition strategies.

Explain how the course will incorporate student-to-content interaction.

In both face-to-face and online modalities, students will reference accessible materials such as textbooks, eBooks, written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures. In-class exercises and/or at-home assignments will allow students to practice content materials such as evaluating Web sites for currency, relevance, authority, accuracy, and purpose (CRAAP); the business side and economics of e-commerce; and the social impacts of social media platforms.

Explain how the course will incorporate student-to-self interaction (metacognitive).

In both face-to-face and online modalities, students will use self-evaluation essays submitted through the CMS to reflect on study skills and habits to be successful in technical education classes. Students will recognize their personal growth by analyzing how internet concepts are used in applications in business and education. The course emphasizes thinking flexibly and considering different method of solutions by engaging in discussions, assessments, and writing activities.

Students will be provided with feedback on their completed tutorials and assignments like the search engine assignment and the HTML document creation assignment with an opportunity to fix errors that are identified. This will help them to better understand the mechanics of what they are learning. They will also have formative assessments in the form of online quizzes which cover the subject matter being learned in each tutorial like the evaluation of information resources, social networking services, web security threats, etc. This will help them reflect on the knowledge they are learning about. In addition, quizzes are not limited to the number of times they can be taken, so students can treat them like flash cards to help them become metacognitively aware of how well they are retaining the material they are learning before taking the summative exams. Embedded "Test Your Knowledge" interactive quizzes are incorporated into every major section of the lecture material to provide students with more opportunities to think about the concepts they are learning. An accessible online form is provided in which students are asked to evaluate how well they are learning in the class is made available in the MSJC designated CMS course shell for students to complete. This encourages reflective opportunities for students to assess their own learning process.

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