

College: Great Bay Community College

Course: Introduction to Computers

Instructor: Renee Dodge

Text: Fluency with Information Technology: Skills, Concepts, and Capabilities , 4th Ed; Snyder

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*The instructor for this course did not accept an interview. The assignment in this packet is taken from the original round of materials gathered from the colleges last year.

GBCC CIS Interview

Renee Dodge, November 7, 1pm

- Students are assigned reading from the book for each lecture. They must complete an end of chapter review and a quiz for each chapter of the text that has been assigned. All of this is done on Blackboard.
- The End of Chapter review includes some fill in the blank items and the quiz has MC, T/F, and some short answer items.
- She will email me the quiz and end of chapter review for chapters 1-2, which are assigned the first week of class.
- The midterm is an essay for which students are required to research an innovation in computer technology and write about it. The assignment is not only to write about the topic but also to include why that topic is important.
- We have examples of the midterm, she is sending the assignment via email.
- The most demanding task is difficult to determine. The midterm is fairly challenging for many students. There is also a lab having to do with password creation that is highly demanding.
- For the password lab, students must choose a word or phrase and then encrypt it using the methods described in chapter 12. They then host it online and try to decrypt each other's passwords. Then they are assigned to pretend they are a manager in a business dealing with a server admin to set up a security plan for the business, and they are asked to turn in a one page write up of that. Finally, they answer some questions about anti-virus software. She will send the assignment via email. She does not have any student work examples because the department got rid of their digital drop boxes.

3 assignments

- End of chapter review and quiz from chapters 1-2 (she will send assignment, no student work available)
- Midterm essay (we have student work, she will send assignment)
- Password Lab assignment (she will send assignment, no student work available.)

CIS111 Mid-Term – Fall 2010

For your mid-term, I would like you to conduct some research on the history of computers.

Select a milestone or event that you feel had a significant impact on the overall development of computers and how we use computers today. Be sure you not only provide your opinion as to why you feel this milestone is significant, but also provide historical proof - actual facts as to how this event shaped the development and use of computers.

For this assignment, please complete the following:

1. Choose a topic
2. Research your topic and locate at least 5 different sources of information, overall.
 - At least 3 sources should be Internet websites.
 - Remember: Wikipedia is NOT an acceptable research source.
3. In addition to the Internet, you should also utilize the library online resources (EBSCO database, e-Books, etc).
 - At least 2 different sources of information should be online library resources.
 - **If you have never used the library online resources before, you may ask me for a brief overview of how to use them or see Becky Clerkin in the library for help.**
4. Include your research findings in a 5-page paper and be sure to properly cite where you found your information. If you are not sure how to cite references check out the following link:

How to Cite Books, Magazines, and Web Sites in a Research Paper:

http://www.lib.duke.edu/libguide/works_cited.htm

5. Upload your research paper to the Digital Drop Box no later than Wednesday, October 27th at 11:59pm.

Late submissions will not be accepted or graded and you will receive a zero - no exceptions.

****Your mid-term document should be saved as a rich-text document named:
cis111_midterm_lastname.**

Micro-Soft's Macro-Impact

It's 2010. Sixty-five years have passed since the birth of the ENIAC (Electronic Numerical Integrator and Computer), a massive mainframe computer filled with thousands of vacuum tubes and blinking lights that could add a multitude of numbers in a mere second . In those sixty-five years, milestones and events have occurred in the computer industry that have contributed to what personal computing is today. One of the most pivotal events in the development of the computing industry was not so much an invention but more of a business transaction. This transaction was the infamous acquisition of a DOS-based operating system in 1980 by a then small company called Microsoft that in turn, was licensed to IBM with the freedom for Microsoft to license to other computer manufacturers as well. This business move was one that would propel Bill Gates to become one of the richest men in the world and Microsoft to become a instant monopoly in the computer industry.

To understand the impact that Bill Gates and his business tactics would have on the computer industry, it is important to mention some events that occurred prior to the historic DOS acquisition.

1968. Bill Gates' first exposure to a computer happened when he was 13 which Gates himself classified as a "key event" for him (Goodell). Gates was intrigued with the inner workings of the computer and it became a "dominant obsession" "to understand how it was built and who wrote the software" (Goodell). He and childhood pal, Paul Allen were students at Lakeside Prep school and spent endless hours working on the computer learning as much as they could.

1975. While Bill Gates was a sophomore at Harvard, he received a visit from a very excited Paul Allen who was in Boston at the time. Paul had acquired the January edition of the *Popular Electronics* magazine, which featured on its cover the “World’s First Mini Computer Altair 8800,” built by ex-Air Force Officer Ed Roberts, founder of MITS (Micro Instrumentation Telemetry Systems). The Altair 8800 was a computer kit that needed to be assembled with parts to be soldered. However, it attracted hobbyists who were excited to finally have a microcomputer of their own ("How the Altair 8800 started the PC revolution (Part 1) ").

Once assembled, the Altair was just a box with switches because it had no programming software yet available for use with its Intel 8080 processor. Here was an opportunity both Allen and Gates saw for them to break into the software market. Allen contacted Roberts at MITS to tell him that they (Allen and Gates) had this BASIC (Beginner's All-purpose Symbolic Instruction Code) software that could run on his Altair and, subsequently, secured a meeting with MITS to demonstrate their product. Prior to the meeting, both Paul and Bill worked around the clock creating the BASIC interpreter on paper tape that would enable the BASIC language, originally designed for mainframes, to work on the microcomputer using the latest Intel 8080 chip. Paul flew to Albuquerque, NM to meet with Roberts and his staff. Paul was unsure if the interpreter would even work as it had not been tested with the actual Altair, only a simulator. Amazingly, it did work and the phrase “memory size?” printed on the screen. MITS was impressed and the BASIC software was licensed to them ("How the Altair 8800 started the PC revolution (Part 2) ").

Gates immediately left Harvard to team up with Allen and a few other high

school buddies to continue to work on the BASIC software to run on the Altair. In an interview of Bill Gates aired on YouTube, Gates referred to this work as a “labor of love” (“How the Altair 8800 started the PC revolution (Part 2)”). They worked for weeks and weeks and produced a BASIC language that enabled users of the Altair, with the use of terminals, to “write games, word processors and accounting programs” (“How the Altair 8800 started the PC revolution (Part 2)”). And so began a future of the computing industry that would include microcomputers, software and a partnership that would soon become a household name.

1977. In the two years since Bill and Allen began their “informal partnership” called “Micro-Soft” (**Micro**computer and **Software**), they licensed their BASIC software to several firms including powerhouses like General Electric and NCR. In their first year, they grossed over \$16,000 in licensing revenue. As they took on several more employees to meet the software licensing demands of the industry, they founded their company, dropped the hyphen and became **Microsoft** (Rothman, 16). They expanded their product to include FORTRAN, began to sell BASIC for “single-copy” use and expanded their market overseas after negotiating a deal with a Japanese firm. Revenue for that year loomed near \$400,000 (Rothman, 17).

1980. Microsoft’s licensing revenues hit \$7.5 million (Rothman, 15). The computer industry was abound with several companies, such as Xerox, manufacturing microcomputers. The popular operating system of the time was the CP/M (Control Program for Microcomputers) created by Gary Kildall of Digital Research, Inc. in 1973 utilizing the Intel 8008 model chip (Young). A PBS documentary series on American innovators categorized Kildall as a pioneer of PC software whose CP/M software

“allowed files to be read and written to and from 8-inch floppy disk” and was deemed “the first DOS for a microcomputer” (“They Made America”).

IBM was looking to enter the microcomputer scene with a personal computer of its own and needed an operating system. In July, 1980, IBM approached Bill Gates who, because Microsoft did not write operating systems, directed him to Kildall of DRI. In a profile documentary on Kildall’s contributions to the computer industry posted on YouTube, Kildall’s partner, Tom Rolander, revealed what happened at the infamous IBM meeting. While legend claims that Gary went flying instead of meeting with IBM that is only partially true. Gary and Tom had in fact been flying *back* from an appointment with a client and had arrived late to the IBM meeting. By the time Gary had arrived at the meeting, it had taken a sour turn mainly because, according to Rolander, IBM wanted DRI to sign a “unidirectional non-disclosure” that basically stated that the meeting between IBM and DRI did not take place, however, anything that DRI revealed to IBM concerning their operating system would be “public domain” (Gary Kildall Special [PART 2 OF 3]). Additionally, IBM wanted to purchase CP/M outright from DRI for a flat license fee of \$200,000 with no royalties to be paid (Young). IBM would then re-name the system PC-DOS. However, because Gary would not agree to the terms, no deal was made.

Microsoft then took advantage of the DRI/IBM failed dealings by agreeing to IBM’s non-disclosure agreement, as Microsoft had no operating system software to protect. In Just Say No To Microsoft, Bove described the subsequent meeting between IBM and Microsoft as “a performance that will go down as one of the most audacious in business history” (11). It was at this meeting, Bove further states that Microsoft “sold

IBM on a new operating system they didn't even have. Not only was IBM willing to pay Microsoft royalties on the new system, but in a momentary lapse of reason, IBM allowed Microsoft to retain ownership" (11).

Microsoft, who quickly needed to come up with an operating system, flew back to Seattle and contacted Tim Paterson of Seattle Computer Products who had developed a 16-bit clone of Kildall's 8-bit CP/M operating system (Bove). Originally called QDOS for Quick and Dirty Operating System, Seattle Computer Products marketed this OS under the name 86-DOS for its use with the Intel 8086 chip. For \$50,000 Microsoft purchased the rights to the 86-DOS operating system from Paterson. All the while, Paterson did not know this purchase was for the powerhouse company, IBM (Bellis).

Microsoft then tailored the operating system to meet IBM's criteria and created two identical versions, renaming one MS-DOS and the other PC-DOS (Trevena). The latter was licensed to IBM for their *IBM PC* (released on August 12, 1981) while the former was marketed to other hardware manufacturers. The IBM PC was a phenomenal hit and there was suddenly a "massive uptake of PC's on the home user and the industry front" (Trevena). And Microsoft, who had the monopoly on not only the software industry but now the DOS operating system, reaped the licensing benefits.

As technology continued to evolve, Microsoft would continue to infiltrate other aspects of the computing industry, such as the internet, computer hardware, business applications as well as the gaming and cell phone markets. By 1986, Gates, at just 31 years old, was Microsoft's largest shareholder and also the world's youngest self-

made billionaire (“Gates, Bill”).

While the computer industry has undergone vast changes in the last sixty-five years with many contributions from several industry innovators, two pieces that have been ever-present and dominant since the early 1980’s are Bill Gates and Microsoft. Were it not for Microsoft’s brilliant deal made 30 years ago, we might be saying today “Bill *who?* “

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Wireless Technology

Cis111 Intro to Computers

Wednesday, October 27, 2010

Introduction:

Today's society is always on the go, all about speed and efficiency. With snowballing growth of fast food & service industries, instant online payments and transfers, exorbitantly fast cars at more affordable prices, and constant availability of practically everyone via cell phones, why should we be tethered to an Ethernet port for internet access? Should we actually expect to stay home or at work and be stuck at your desk to get online, or receive your email?

Thank Brett Stewart of Austin, Texas and a few of his colleagues. They developed the original commercially available Wireless Local Area Network through their company Wayport, Inc. which evolved into today's universally available Wi-Fi.

Biography:

Brett Stewart was not the creator of the 802.11 standards, but was key in revolutionizing it and implementing it into the business and technological communities. Without his work and development of is the current Chief Technology Officer, Founder, and is also the former Chief Executive Officer of Wayport, Inc. until Dec. of 2008 when AT&T acquired Wayport thru a buyout. Brett founded and led Wayport to its status as the largest supplier of wired and wireless Internet access for business travelers. He was also former Director of Business Development for AMD. At AMD, Brett was responsible for business development and IP licensing in the network, WiFi and DSL semiconductor markets. Brett has been awarded over 40 patents relating to WiFi and network innovation.

Table 1: *A few of the U.S. Patent and Trademark held by “Brett B. Stewart” et al.*

<ul style="list-style-type: none">• Distributed Network Communication System Which Enables Multiple Network Providers to Use a Common Distributed Network Infrastructure<ul style="list-style-type: none">○ Brett B. Stewart, James Thompson, and Kathleen E. McClelland, all of Austin, Texas.○ Assigned to Cisco Technology, Inc., San Jose, California.○ http://www.uspto.gov/web/patents/patog/week25/OG/html/1355-4/US07742445-20100622.html
<ul style="list-style-type: none">• Distributed Network Communication System Which Selectively Provides Data to Different Network Destinations<ul style="list-style-type: none">○ Brett B. Stewart, James Thompson, and Kathleen E. McClelland, all of Austin, Texas.○ Assigned to Cisco Technology, Inc., San Jose, California.○ http://www.uspto.gov/web/patents/patog/week44/OG/html/1348-1/US07613196-20091103.html
<ul style="list-style-type: none">• System and Method for Concurrently Utilizing Multiple System Identifiers<ul style="list-style-type: none">○ James Thompson, Kathleen E. McClelland, and Brett B. Stewart, all of Austin, Texas○ Assigned to Cisco Technology, Inc., San Jose, California.○ http://www.uspto.gov/web/patents/patog/week16/OG/html/1353-3/US07701912-20100420.html
<ul style="list-style-type: none">• System and Method for Food Service Storage Bin Monitoring<ul style="list-style-type: none">○ Brett B. Stewart and Dirk D. Heinen, of Austin, Texas○ Assigned to Acumera, Inc., Austin, Texas○ http://www.uspto.gov/web/patents/patog/week21/OG/html/1354-4/US07724154-20100525.html

Evolution:

- 1993
 - Wayport's genesis. The idea for Wayport occurred to Brett Stewart while he was working at AMD after a licensing deal with Xircom for what became the original 802.11 MAC technology.
- Spring, 1997
 - Wayport's first hotel installation is completed. All back-ends built on Linux; system uses Breezecom frequency hopping. The hotel had all wired rooms, with wireless in the lobby and bar area.

- June, 1997
 - The Institute of Electrical and Electronic Engineers (IEEE) finalized the initial standard for wireless LANs, IEEE 802.11. This standard specified a 2.4GHz operating frequency with data rates of 1 and 2Mbps.
- Summer, 1999
 - Apple Computer using Lucent Technologies equipment becomes the first operating system maker to include support for Wi-Fi, which they call AirPort. Apple also ships the necessary hardware for clients for \$100 a pop, and the AirPort Base Station, an access point, for \$300, a price they maintain until 2002 through a single product revision.
- December, 1999
 - Early 802.11 engineering book published. IEEE Press publishes "IEEE 802.11 Handbook: A Designer's Companion" by Bob O'Hara and Al Petrick.
- March, 2001
 - Early academic study of Wi-Fi/WEP weaknesses. Bill Arbaugh and two students publish "Your 802.11 Wireless Network Has No Clothes," one of the first academic studies of 802.11.
- April, 2001
 - BB2W launches the first 802.11a service in Boston with broad 1.5 Mbps service area claims, and a migration path to 54 Mbps at \$50/month and a \$100 antenna with a one-year service commitment.
- March, 2002
 - Sky Dayton, keynote for the CTIA conference, predicts that Wi-Fi and 3G will coexist -- "It will be like 'my chocolate fell into your peanut butter.'"
- October, 2002
 - Wi-Fi now includes 802.11a in the 5GHz Bandwidth.

Today:

Many businesses and municipalities provide free or subscription Wi-Fi to its customers or community. The city of Manchester used to operate ManchesterWireless.org, where anyone within a given downtown area could register and use an hour of Wi-Fi every

day for free, and at reasonable rates after that hour expired. Wide Area Networks were used in this application through municipal dollars and was operated by the Chamber of Commerce. This venture proved to be too expensive and ineffective to continue operation. At the same time, a growing number of the stores and vendors along Elm Street and the downtown community were providing free unsecured Wireless access to their customers. Many other cities and countries around the world also proved this to be true as well. Some have flourished, including a few more prepared cities, well-funded college campuses, and now Myron B. Thompson Academy on the island of Oahu. The Eighth graders at this school will all be receiving Sierra Wireless devices, called Overdrive 3G/4G Mobile Hotspots, to use in the 2010-2011 school year. Here in NH, at local prep school, the New Hampton School all incoming freshman students were provided with I-pads as part of their tuition that would easily function on the campuses upgraded WiFi network.

The most obvious affordance of a WiFi network is its ability to provide connectivity to the Internet. A typical WiFi network currently reaches between 300 to 1000 feet. Wi-Fi as with all radio signals are not controllable, except thru heavy shielding. Because of this a private signal may escape by permeating walls, bleeding into public spaces, and breaking down some traditional notions of privacy. You may have seen a group of people outside of a business all on their laptops or phones, while not displaying the obvious signs of patronage; a cup of coffee, sandwich, or even a newspaper. It is very likely that these are not customers, but instead feeding off the businesses generosity to its customers by providing free wireless access. Generally, these businesses are rewarded for their offering, but not without those free wireless mongers.

Functionality:

The Wi-Fi refers to a range of technologies and equipment including Wireless Local Area Network devices based on the IEEE 802.11 standards expanded and developed by Stewart. As well as device to device connectivity, there are a range of technologies that are either derivatives of or that support Wi-Fi Personal Area Networks, Local Area Networks and even Wide Area Networks. The name 802.11 has often been used interchangeably by the over 700 million people that use or maintain Wi-Fi capable equipment. As of the most recent available data, there are about 800 million new Wi-Fi devices put into the market every year. Wi-Fi devices now come installed standard in many personal computers, video game consoles, MP3 players, smartphones, printers, other peripherals, and of course laptop computers. Auto-mobile manufacturers have begun advertising the fact that new vehicles will in fact be Wi-Fi hotspots. The ramifications or hopefully positive development of the mass availability of WiFi on the roads and hi-ways has yet to be seen.

Below is the FCC's US Radio Frequency Allocation Chart showing the entire radio spectrum; you can see how small the 2.4GHz Band is. Based on the numbers aforementioned, it is almost unfathomable as to the number of devices functioning worldwide within this tiny frequency group.

Figure 1: *F.C.C./N.T.I.A: U.S. Frequency Allocation Chart with 2.4GHz Bandwidth Noted.*

A very confusing aspect is the fact a WiFi signal actually occupies five channels in the 2.4 GHz resulting in only 3 non-overlapped channels in the US: 1, 6, 11. This means that a

unit set to function on channel 4, actually broadcasts and receives on channels 2, 3, 4, 5, & 6.

This does consume more power as a wider band transmission and reception requires more processing.

Versions:

802.1X is the term used to describe the family of 802.11 versions and standards.

802.11 provides 1 or 2 Mbps transmission in the 2.4 GHz band.

802.11a provides up to 54-Mbps in the 5GHz band.

802.11b (also referred to as 802.11 High Rate or Wi-Fi) provides 11 Mbps transmission in the 2.4 GHz band.

802.11g is used for transmission over short distances at up to 54-Mbps in the 2.4 GHz bands.

802.11n builds upon previous 802.11 standards by adding **Multiple-Input Multiple-Output** (MIMO). The real speed would be 100 Mbit/s and so up to 4-5 times faster than 802.11g.

802.11r also called *Fast Basic Service Set* (BSS) Transition supports VoWi-Fi handoff between access points to enable VoIP roaming on a Wi-Fi network.

Conclusion:

There are many different technologies that have risen over the years, and many more that are just now coming into the public eye or expanding commercial development. We as a society seem to have a never ending crave for technologies to make our lives easier and more comfortable. Wi-Fi began quite an evolution of “un-tetheredness”. I feel that this trend will obviously continue, and that the Brett Stewart’s of the world continue their efforts. This all being said with a hesitancy that we will only become lazier and future generations will become

more expectant of immediacies. We will just have to wait and see.....

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Using the internet more wisely

For my research I have chosen to go with the event/ "Internet." This was a big impact and I feel it was an important subject to discuss. Reasons being, internet nowadays is everywhere. We use it on our phones, and we used it on our computers and various other electronic devices. And from my experience, I am going to share how we used the internet, a little on its history, and why I think it's important. And I'm surely going to discuss a few problems here and there, and come to a conclusion on how to use the internet properly in my opinion.

The internet first came to be within the 1960-1970s. The internet has been very convenient and a big event in our history. It has lead to us accessing through points instantly, through communication. We have progressed to the point where we can even go wireless. The internet has also been used around for an information source for answers that we can't find. For example, doctors use the internet to research for illnesses at a more rapid rate yet not all of them have had internet access. For those who haven't, ended up doing it the hard way, by working on it at home. That lead to more time consumptions. The internet has been very helpful to us so we don't have to take so much time to finding the answer to something. Though, we have grown very dependent on the internet and have either grown lazy, or even forgotten our true potential in study fields. Though the internet proves to have a lot of ups, it takes away from the knowledge we could be learning ourselves. But in any case, it helps doctors even to get the job done faster so they don't have to brush off their patients.

To make it simple, the internet's main purpose was to be used for military purpose for communication, between scientists to be used for forwarding messages to gather information to one another. It just so happens we ended up using it ourselves for our communication. The internet has come a long way. And we can only keep on progressing with it. We even have ipods now to receive it for our

games on them, or even other forms of internet technology. The internet has impacted us greatly because it not only has it improved our communication on the net, it also has made it so we can access certain information when needed be, like ahead information to get us ready to be diagnosed to even go to the doctor's. The importance of this paper, is to tell how irresponsible we are with the internet. We also tend to download, or even rip stuff from the internet to get a game we always wanted, or maybe even music. We don't take into account the things we download, or most of us, or the viruses they may contain. We soon find ourselves with malware, spyware, or even key loggers. But that's not the only problem, the people who sell those things run low on money, so they can't afford to make anymore, because we freeload off a lot on the internet. Sure, it's cool to get something for free, but are we even thinking about what it's doing to the things we love doing? It's like taxes we need to pay for our homes to keep them running, they need money too to keep going. If we just keep freeloading the way we are, without paying for things, before we know it, we are going to end up not having much of anything or we'll even end up with shows we don't like. The internet was indeed a big impact for good and bad. The good was when we were getting more advanced and doing things quicker, but the bad, we've grown into thieves or some of us at least, and have grown too dependent on the internet. The internet also consumes power which also shorts out our reserves for it.

To avoid these problems we need to use the internet more wisely and not freeload off it so much, sure, I can understand if someone wants to share something with their buddies and for the world to see. It's a very nice gesture, but it's kind of stealing someone's work they went through all the trouble to make. To wrap this up, in my opinion, we need to use the internet more responsibly or we could bring our own country even down.

1. <http://web.ebscohost.com/ehost/detail?vid=8&hid=12&sid=d787c283-4ec9-4938-b571-f88066dccd1f%40sessionmgr14&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=aph&AN=23904108>

2. <http://web.ebscohost.com/ehost/detail?vid=4&hid=12&sid=cd6b60cb-ae0e-4828-be8c-cfec70144610%40sessionmgr14&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=aph&AN=9743876>

3. <http://www.cc.utah.edu/~jay/history.html>

4. <http://www.greatachievements.org/?id=2961>

ebook:

5. <http://site.ebrary.com/lib/greatbay/docDetail.action?docID=10225299&p00=internet%20history>

6. <http://site.ebrary.com/lib/greatbay/docDetail.action?docID=10159254&p00=internet%20crimes>

CIS111 Lab – Fall 2010

Passwords

INSTRUCTIONS FOR DOING THIS LAB

1. Think of a catchy phrase or word to encrypt into a password. Using the heuristics outlined in chapter 12 convert your password into one that another user may not guess. Use at least three changes. Obviously, do not use one that is an active password.
2. You are a manager in a business department coordinating a password security plan for the Network Administrator. Consider, password format guidelines, expirations, entry lockouts, password disclosures and any other important details. Source your resources. Write a one-page summary detailing your plan.
3. What antivirus software is installed on your computer? How do you update the software to download the newest virus protection? Do a complete system check. Answer: How long did it take? How many files were checked? Were any viruses found?

Or perhaps the message will read, "I find it offensive getting messages calling me a dummy." Then other frustrated people will jump in with comments pointing out that any person who sends email to a broken email list claiming to be offended at being called a dummy probably is a dummy, and so on. This can go on for dozens of messages before the person responsible for the mailing list finally gets it fixed. Keep in mind that the people sending these messages are on the mailing list because they have something in common, which means that they probably know each other. How embarrassing!

The point about this email history is that it should have been obvious very quickly (with A. S. King's message, or earlier) that something unusual was happening. With a moment's thought, people should have realized how to act in a rational manner even though they had no way of knowing exactly what was wrong. Clearly most of the people involved in the event did so; otherwise there would have been *much more* such email.

The lesson to be learned is not simply to be alert to mailing list handler bugs, but to be alert to unusual events of any kind at any time. Then, think about them. At the very least, it could save you some embarrassment.

fluency ALERT

Unexpectedly Flaky. Occasionally a familiar application that you use a lot will do something strange, such as slowing down, "forgetting" changes, misaligning the cursor, or failing in other ways. Such behaviors are unexpected, and often immediately precede a crash. When you notice your software "acting strange," act immediately: save to a new file name, exit, and restart. The problem is usually just with the software, but it could be with the instance; a new file name avoids overwriting your previously saved version.

Creating Good Passwords

One day electronic hardware may reliably detect who we are when we come in contact with a computer, and there will be no need for **passwords**.

Meanwhile, passwords are a key part of our daily interaction with computers. This section considers selecting, changing, and managing passwords as well as password principles that can make your daily computer usage easier. Chapter 13 deals with the related topic of computer security.

The Role of Passwords

The point of a password, of course, is to limit computer or software system access to only those who know a not-likely-to-be-guessed sequence of keyboard characters. So, obviously, it is necessary to select such a sequence. We'll discuss how to choose an effective password momentarily.

Breaking into a computer without a password. But couldn't one computer break into another if we program it to try all passwords algorithmically until it

finds the true password? Computers are surely fast enough, but they're not that dumb. Or, rather, the software running on them won't let potential users (other computers) try zillions of passwords. The software for the login protocol may include a delay when notifying the user that the password is wrong. The delay is not particularly noticeable to a human user, but it slows down the login protocol to the point that it is too slow to try zillions of passwords. Alternatively, software may notice long sequences of failed attempts to type the correct password and take some action. Of course, humans sometimes produce a sequence of failed attempts because they are agitated or groggy or try to log in using a pencil held in their teeth while holding a coffee cup in one hand and a Danish pastry in the other. So, login protocols allow several password failures before deciding that someone is trying to break in.

Forgetting a password. Another curiosity about passwords is that if we forget ours and ask the system's administrator to find out what it is, he or she can't usually tell us. How can that be? Don't they have complete access—known as **superuser** or **administrator** status—to all of the computers, and so aren't they able to look up passwords? Yes, but the actual password is not stored on the computer.

When a new password is created, it is scrambled or encrypted and then stored in that form. The new password is thrown away. Then, at login, the password is scrambled using the same algorithm used originally when the new password was set. The two scrambled sequences are then compared. If they are the same, the right password must have been given. If not, the password must have been wrong. This technique is used so that passwords are not stored as "clear text" that someone can steal. How the scrambling is done is explained in Chapter 13. When you ask for your forgotten password, the superuser creates a new password and forces its scrambled form to replace the old one. You then use the new password.

Guidelines for Selecting a Password

When we receive a new computer account, we are usually given an automatically generated password that is a scramble of letters and digits and possibly special characters: rU4Uw2?gR8. And we are told to change it so that we'll select something we can remember. Changing it to our girlfriend's name wouldn't be a good idea because that's too easily guessed, at least by our friends. But what is a good choice?

Passwords are better if they are longer, at least eight characters, and if they contain a mix of uppercase and lowercase letters, numbers, and, if allowed, punctuation characters. It's better to pick a sequence that is not found in dictionaries and has no "obvious" personal association, such as your name. And passwords are better if they are easy to remember. These may seem like difficult constraints to fulfill, but it's still pretty easy to think of a good password in only a few minutes.



Guidelines for Creating Good Passwords, heuristics (pretty good rules) that tend to produce effective passwords.

- ✔ *Select a personally interesting topic, such as a parent, favorite movie, or best travel destination, and always select passwords related to that topic. Because you will use many passwords, selecting from one topic helps you to remember them.*
- ✔ *Develop a password from a phrase rather than a single word. The phrase must be memorable to you. It will be compressed according to the next rule.*
- ✔ *Encode the password phrase, trying to make it short (8–12 characters) by abbreviating, and by replacing letters or syllables with alternative characters, spellings, or encodings that include numbers and uppercase letters.*

The goal is to create letter strings (consisting of a mixture of numbers and letters) that are not in dictionaries.

For example, if you are using your father as the topic and your chosen phrase is his alma mater, Oxford University, then:

Oxford University	→ OxfordU	Shorten standard abbreviation
	→ Ox4dU	Replace <i>for</i> with "4"
	→ Ohx4dyou	Replace <i>O</i> with "Oh," <i>U</i> with "you"

The result doesn't make much sense to someone who hasn't seen the construction process, but it wouldn't be difficult for you to remember.

If your topic is your favorite movie, *Gone with the Wind*, you might use the following process to construct a password:

Gone with the Wind	→ GWTW	Shorten, standard abbreviation
	→ G2uTW	Replace <i>W</i> with "2u"
	→ G2uT2U	Replace <i>W</i> with "2U"
	→ G2uTdosU	Replace 2 with Spanish "dos"

The last replacement is not really needed because the password is already pretty obscure, but it illustrates a way to make passwords longer. And the use of Spanish emphasizes that passwords can build on any part of your knowledge, heritage, or background.

Finally, if you are using your vacation to Australia as your topic, and your phrase is *Surfing In Australia*, you might come up with this:

Surfing In Australia	→ SurfingInOz	Australia is often abbreviated "Oz"
	→ SurfinInOz	Drop <i>g</i> as in slang
	→ Surf2inOz	Replace <i>inIn</i> with "2in"
	→ sirf2inOz	Replace <i>Sur</i> with "sir"
	→ sirF2inOz	Introduce a capital for variety

It is possible to be too clever, so it's smart to stop the process before your password gets too obscure. After all, you must be able to remember it!

fluencyTIP 

Total Recall. It might seem that remembering such obscure passwords is difficult, but it usually is not. If you type them daily, they come to mind quickly. It's almost as if your "fingers memorize them." If you use them, say, only monthly for your credit card account, following these heuristics will help you remember how you made them.

Notice the importance of the topic. The topic provides context to narrow the possibilities for us personally, serving as a memory aid. If we're changing from having used G2uT2U for a year, a password based on phrases like "Frankly, my dear" or "Rhett and Scarlet," suitably transformed, should be easy to remember. And even if (foolishly) we tell someone our password, and (more foolishly) explain what it means, and (most foolishly) describe the topic from which we select passwords, the topic is probably rich enough that we can still use it. There are most likely enough phrases and enough variations that we can still create obscure passwords.

This process is intended to produce an obscure password (not in a dictionary) that should be easy to recall without having to write it down. But should it be written down anyway? It's a personal choice. Some people are not comfortable unless their password is written down somewhere. Others are sure they'll remember it under any circumstances, even after an all-night party at a brewery.

TRY IT

12.1 Create a Password. Using transformations like those in the examples, change the word *password* into a good password. Limit yourself to three transformations.

Changing Passwords

Passwords should be changed periodically. Organizations often have a policy as to how often a password must be changed, and sometimes there are security intrusions that cause administrators to ask that passwords be changed.

Whether you should change your password depends on how likely it is that the password has become known and how important it is to keep the information secure. If you haven't changed your password in a year, it may be time to consider changing it.

Every system that uses passwords has software to change them, though we usually don't notice it when we don't need it. Check the GUI where you enter your password for the option to change it. If that doesn't work, do a search for "password" with the online *Help* facility. These systems typically ask for your current password, your new password, and a second copy of your new password. The second copy is simply a way of checking for a typing error. If they match, the password is changed.

Managing Passwords

People who make extensive use of computers may have to present passwords in dozens of situations. Obviously, if each password is different, it can become

a serious challenge to remember them all. But using a single password might create a different headache. If some of them must change often, there is the hassle of having to visit all accounts frequently to update to a new password. One strategy is to have two current passwords, only one of which you change often. Then you only have to try three or four times to get the right password: the slowly changing one, the quickly changing one, and perhaps the last version of each one in case you hadn't yet gotten around to updating it.

Finally, it is possible to recycle passwords in two ways. First, if you have a good, easy-to-remember password, change it slightly using the process described above to create a new one. So, if you've been using the *Gone with the Wind* password G2uT2U and need to change it, go for the Spanish version, G2uTdosU. This works well for routine changes, but if there is a security concern related to your password, you should pick a totally new one from your topic area. Second, if you have several good passwords, it is probably safe to reuse them over time, especially if they are not variants of each other. Security experts do not like this idea, but most of us don't have top-secret files on our computers. Just use good judgment when choosing and managing your passwords.

fluencyTIP

Risk Assessment. Use judgment when choosing passwords. For a personal computer kept at home that only you use, even a single-letter password is probably too much. For your online bank account, a password of the type discussed here is a good idea. Assess the risk in each case. Even your boyfriend's name can work in some instances.

Spam

Unsolicited commercial email (UCE), popularly known as **spam**, is a serious annoyance for regular computer users. Without doing anything to provoke it, a person can be sent more than a hundred spam messages a day. There are laws against spam in many places, but it still persists.

fluencyBIT

Unwanted Input. The term *spam* is widely believed to derive from a *Monty Python* skit in which the word "spam" was chanted by Vikings to drown out restaurant conversation, humorously showing that unwanted input impedes legitimate communication.

A **spam filter**, software that separates legitimate mail from spam, gives excellent protection against the problem. Examples include SpamAssassin, spamBusters, and PureMessage. In most cases the service that provides your email account—your school or company, for example—already has a spam filter installed; it may even be working and you don't even know it.

The spam filter software processes email messages as they arrive, separating the spam from the legitimate mail, which it places in your inbox. Because a program cannot possibly understand the content of the email—see our discus-

CIS111 – Introduction to Computers – Fall 2010 - Online

Instructor Information:

Instructor: Renee Dodge

E-Mail: rdodge@ccsnh.edu

Office Phone: 603-427-7663

Class Room: Online

Office Hours: Monday (Online) 2:00 – 4:00pm
Tuesday 10 – 12:00pm
Thursday 11 – 12:00pm

Note: If you cannot meet during scheduled office hours, you will need to contact me to set up an appointment.

Office Location: 401 – 4th floor

Course Information:

Dates: Monday, August 30th, 2010 – Friday, December 17th, 2010.

Study Time: You will need to devote **4 to 6** hours per week for course assignments.

Course Description:

The purpose of this course is to provide students with the fundamental background and understanding of various critical components of computer technology. A required course for all computer majors, this foundation course provides students with a firm foundation in computer technology including: hardware components, software applications, processors, memory management, secondary storage, file management, operating systems, networking essentials, ethics, and emerging technologies. Students will also explore various ethical issues surrounding the use of digital information, as well as the impact of technology on business and society. **Prerequisites:** None

Course Objectives:

By the completion of this course, students will:

1. Understand why the knowledge of computing infrastructure is important.
2. Gain in-depth knowledge of operating system and application program fundamentals
3. Identify all aspects of computing infrastructure including CPUs, motherboards, I/O devices and related hardware, networking technologies, operating systems and application software.
4. Comprehend how computers process data and be able to convert between hex, binary and decimal numbers.
5. Understand the similarities and differences among various O/S, including UNIX, Linux Mac OSX and Windows

6. Install, configure and use various computer operating systems
7. Explore open source operating systems and software
8. Use the Internet as a tool for research, references and communication
9. Understand the basics of networking including issues surrounding security and privacy
10. Explore emerging computer technologies
11. Evaluate different computer related careers
12. Explain the various ethical issues arising from the use of digital technologies
13. Understand the impact of technology on business and society.

Required Textbook:

Snyder, Lawrence. Fluency with Information Technology: Skills, Concepts, and Capabilities; Fourth Edition. Pearson Education, Inc. 2009. ISBN-10: 0-13-609182-2

Students are encouraged to check out the text book companion website for additional information and resources at <http://www.aw-bc.com/snyder/>.

Required Web Hosting Account:

Students will be required to purchase a web hosting account using the .info domain (the information domain). The price of the .info domain will be \$1.99 for a year! Can't beat that deal! Information on how to purchase and setup your accounts will be posted within our Blackboard site.

We will be using these accounts to begin the process of building ePortfolios. All CT students will be required to create and maintain an ePortfolio during the time they are enrolled at GBCC.

ePortfolios:

The purpose of an ePortfolio is to provide students with a medium to:

- Create a plan of study
- Showcase achievements
- Collect and Reflect on “best” work
- Share educational and work experiences

A minimum of three (3) artifacts per course should be added to a student's ePortfolio. Along with each artifact added to the ePortfolio, a reflection piece should be included that clearly describes why the artifact demonstrates achievement of each standard or goal. The reflection piece should also include goals for continued learning. In addition, the reflections should illustrate the student's ability to effectively critique work and provide suggestions for constructive practical alternatives.

Each artifact should be accompanied by a caption that articulately explains the importance of that particular work including title, author, date, and description of the importance of the artifact.

Blackboard:

This class will meet 100% online using Blackboard – there will be no in-class meetings. You will find all of the necessary course resources and assignments posted online to the Blackboard site.

Accessing Blackboard:

<http://ccsnh.blackboard.com>

Your Blackboard ID. The format for your username is first initial, followed by last name, followed by the last five digits of your Great Bay Community College ID number.

Example: Steven Smith SSN: 987654321 converted to GBCC ID: @09001234

Previous Blackboard username: ssmith54321 - this ID is no longer active

New Blackboard username: ssmith01234 - this one is active

Your Blackboard Password. Your default Blackboard password is the last 6 digits of your GBCC student ID number. If you have changed your password and don't remember your password, please go to the Blackboard login page and enter your username and select the "Forgot password?" link. This will email your active email account in Blackboard with instructions on how to change your password.

You can also view/verify your Blackboard username as follows:

- Log in to SIS
- From the Main Menu page choose Personal Information
- On the Personal Information choose View Blackboard Username

We encourage you to learn your GBCC ID number and use it on all official College paperwork to ensure proper updating of your records.

Also, once you sign into Blackboard you can change your password. Go to Student Tools and click on the link for Personal Information. You'll then find a link to change your password.

Additional Student Needs:

1. **Access to a computer.** You will need to spend a significant amount of time using the computer to complete assignments and learning the concepts. You do not need a computer at home to complete this course. The CAPS lab and Library has computers you can use. Most local libraries also have computers that are available for use by the public.
2. **Internet access** – we will be using the net extensively for reference, class readings and tutorials. Again, if you do not have internet access at home you can use CAPS, the Library here on campus, and/or visit your local library.
3. A **jump drive** is recommended to save and transfer information. You can also use the *Digital Drop Box* on **Blackboard** to send and receive files but I would highly recommend that you save your work to a local system or drive for transport.

Student Email Accounts:

Students are required to monitor their college email accounts. College email is our method of communication; these emails will not be quarantined as others might and are clearly identified as student communication.

- 1) I will check my email at least once a day during the work week; **I will not be available on weekends or after 4:00pm during the week.** Emails and phone calls will be returned within 48 hours during the work week.
- 2) In the event of changes to course assignments or syllabus I will post an announcement within Blackboard and send a class wide email as soon as possible.

Netiquette:

“Netiquette” or “network etiquette” defines appropriate communication to be used in the online environment. The online environment includes any communication that occurs via technology such as email, discussion boards, chat rooms, websites, blogs, wikis text messages and instant messaging. The Community Colleges encourage students, faculty and staff to use common courtesy and respect in all forms of communication to promote effective and positive interactions.

CCSNH Netiquette Policies:

1. Avoid offensive language of any kind. Offensive or derogatory language in an email, discussion board or other form of communication technology intended to harass others in a sexual, racial or other prejudicial manner violates civil rights laws.
2. Avoid threatening language or repeated harmful attacks on other students or faculty. It is against the law.
3. Avoid “**outing**” which is where someone posts personal information about another student or faculty in an online environment, without their permission.
4. Avoid “**flaming**” which is the expression of extreme emotion or opinion in an email or online discussion board communication.
 - Misinterpretation of an email followed by an impulsive email response increases the probability your recipient will also respond emotionally making the situation worse. "Act in haste, repent at your leisure."
 - Emotionally charged email can be printed out, forwarded to many people instantly and may acquire a level of importance that was never intended.
5. Do not forward an email message, file attachment or photo without the author's permission. Asking for permission demonstrates your integrity in personal and business communications.
6. If you are a student and feel someone is being harassing, demeaning or abusive, please follow the policy procedures outlined in the course syllabus.
7. The use of **bold fonts** and the color **red** often convey a tone of anger to your reader.
 - Try to use dark colors in communications, lighter colors do not photocopy well and may not appear on printed documents if the color ink cartridge is old.
 - The colors red or light green often cannot be seen by people with color blindness.

8. Use a clear email or discussion board posting subject line that relates directly to your message. Consider it to be the headline of a news article.
 - Use an inverted pyramid form of writing with the most important statements in the first paragraph. Follow up with supporting details.
 - Keep paragraphs short for easy reading. Use blank lines between paragraphs. State your recommendations for resolving a problem.
 - Be clear, concise and considerate.
9. Avoid acronyms or abbreviations unless the entire class is familiar with them.
10. When communicating online or in an email, avoid instant messaging shorthand such as “u” for you. Communicate intelligently.
11. Use spell check and take time to proof read your communication. Electronic communication may be the only impression someone has of you.
12. Be cautious - email and online course postings stand on their own merit, often without context, and may be instantly forwarded to many people. It is impossible to rescind a written communication when it becomes available for all to see.
13. Be considerate of mistakes. If you decide to inform someone of a mistake or correct factual information, be polite and inform them by private email rather than group email or discussion board posting.

Outcomes Assessment:

Students will illustrate proficiency of computing system concepts during in-class and online discussions, through oral demonstrations, written assignments and practical applications and will be assessed on their level and usage of technical vocabulary, ability to solve problems, demonstration of critical thinking skills and understanding of the concepts discussed in class.

Evaluation and Grading Policy:

- 1) Apart from reading assignments from the book there will also be a number of web references provided on a weekly basis. Additional reading materials or sample files may also be provided. It is expected that students will review these materials to expand their knowledge of the topics covered.
- 2) Spelling and grammar count! Please make sure you spell check all assignments
- 3) Missed quizzes and tests cannot be made up.
- 4) I will check the *Discussion Board* on **Blackboard** at least twice during the work week. Please do not post questions requiring an immediate answer to the Blackboard discussion area or Blackboard Digital Dropbox, as I will not check these areas on a daily basis.
- 5) Assignments are due by posted due dates. All late assignments will only be worth partial credit unless prior arrangements have been made with the instructor. Assignments that are over two (2) weeks late will not be graded.

Grading:

Final Exam:	20%
Midterm Exam (may be in the form of a paper):	20%
Quizzes:	20%
Homework:	15%
ePortfolio (at minimum: 3 artifacts):	15%

Participation (Discussion Board):

10%

A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D+	67 - 69
D	64 - 66
D-	60 - 63
F	Below 60

If you are having difficulty keeping up with the course schedule and completing assignments please contact me via email and let me know as soon as possible!

If you do not contact me prior to missing an assignment, you will not be allowed to make up any of the work you have missed.

Checking Your Grades:

It is your responsibility to monitor your progress throughout the semester. Use the “My Grades” feature of Blackboard to monitor your progress on quizzes and assignments. This feature is located within the “Student Tools” section. When assignments are graded, comments will be submitted to your Digital Drop Box, which is also located within “Student Tools”. It is in your best interest to read those comments on a weekly basis. **Please Note:** There are no extra credit projects in this course. The assigned work will measure your competency, so be sure you are prepared before taking the online quizzes.

All assignments will be available within the “Homework” section of Blackboard. Most weeks there will be multiple assignments to complete, such as an email, a discussion, and a project or exercise.

Your instructor will ask you to complete an Online Course Evaluation. It will appear as a button on your Blackboard course approximately three weeks before the end of the semester. All courses are evaluated every semester.

Time Management Considerations:

Although this is an online class, you need to consider how much time would be spent in class if this course had weekly meetings in a classroom. You would be spending three (3) hours a week in the classroom, and at least another three (3) hours a week reading, studying, and working on the exercises in the textbook. Be sure to plan your study week to include sufficient time to read the assigned chapters, work through the textbook exercises, and review the online notes and exercises. Once you are well prepared, take the weekly quiz.

Online Office Hours:

In addition to on-campus office hours, I will be available for office hours online Mondays 2 – 4:00pm. To

take advantage of these online hours, you will need to email me with your questions and/or concerns. If necessary we can also use the “Collaboration” tool within the “Communication” section of Blackboard. You will then need to join the “Office Hours” Chat. If you do not know how to use this function, email me for further explanation or go to the CAPS lab for assistance.

Attendance Policy:

The Department expects you to attend class regularly and complete all assignments on time. You should also try to maintain a positive and enthusiastic attitude toward the learning process.

Attendance will be measured by participation in the online discussion groups and completion of weekly assignments. As an online class, the participation expectations are: that you will post to the discussion boards every week. Minimum participation requirement is the completion of weekly homework and quizzes (if there is one) by 6pm the following Sunday. For example, if Chapter 1 is assigned for the week of August 30th, then the quiz (and additional homework) will need to be completed by 6:00pm Sunday, September 5th to be graded and included in your total grade.

Participation is the key to success in this class. It is your responsibility to complete the weekly assignments, take the weekly quizzes, and stay up-to-date with the required reading. Check in on the discussion board to ask questions, and gain information from others. If you are having issues with internet access or gaining access to class materials, take responsibility for your learning and contact me as soon as possible. **Remember:** there are computers available for your use in both the Library and CAPS lab.

**There is also a button on the course Blackboard site that will bring you directly to the Great Bay online Help Desk. When having technical difficulties, try to utilize this resource as well.

If you cease participating, you will receive an Administrative Failure (AF) for a grade unless you withdraw. I consider two (2) weeks of non-participation as ceasing to participate. In the event of a medical emergency please communicate with the professor as soon as possible.

An Administrative Failure is the same as failing by the student and will adversely affect your GPA. You must take responsibility for your attendance and contact me when you will be absent.

You may drop from the course at any point **before September 7th for a full refund**. In order to drop this class you must fill out an add/drop form and return this form to the registrar's office. **Simply ceasing to participate or contacting the instructor does not constitute officially dropping the course.**

You may withdraw from the course and receive the grade of W which does not impact your GPA if you withdraw **November 4th**. After this date you can still withdraw until **December 3rd**, but you will receive either a WP (withdraw passing) or WF (withdraw failing). WF is counted on your GPA as a failing grade.

Administrative Failure Policy:

The Instructor or an Administrator may withdraw a student from the class at any time for reasons other than poor grade performance – e.g., failure to meet class attendance requirements, failure to complete course assignments, violation of Student Code of Conduct, disruptive behavior, etc. The grade that will appear on your grade report is an AF and will be calculated into your GPA as a failing grade.

Please Note: An administrative failure drop may affect a student's financial aid, loans, Veteran's benefits, health insurance, and academic progress.

Online Student Information:

SIS (Student Information System)

This is an online system that allows students to access their various types of data including course schedules, rosters, contact information, financial aid and grades.

1. To access system do the following:
 - a. Go to <http://www.greatbay.edu>
 - b. Click on the Current Students link
 - c. Click on the Student Information System link
 - d. Enter your social security # or your Great bay Community College ID as your USERID
 - e. Enter your PIN (which will be the last six (6) digits of your SSN# or your birthdate in MMDDYY format
 - f. Once you successfully login you will be required to change your PIN before you can continue to use the system
 - g. Your PIN must be a six-digit number ONLY
 - h. After you set your new PIN, you need to create a security question to which only you would know the answer

Please Note (Existing Users):

- Your SIS PIN number has not changed. Use the same PIN you were using before your ID was converted.
- If you don't remember your PIN enter your SSN or College ID and use the "Forgot PIN" button to access the security question previously set up.
- Your Great Bay Community College ID number is prominently displayed on the Main Menu page in the Student Information System.

Great Bay Community College Student Support Services:

CAPS and Tutoring

If you are having difficulty with the class please:

- Post a message on the Discussion Board on Blackboard – be sure to use your classmates for troubleshooting and problem solving.
- Make an appointment to come in and meet with me during my office hours
- See a tutor in the CAPS department

CAPS (Center for Academic Planning and Support) has a variety of services to support your academic success at Great Bay Community College.

This includes:

- tutoring support for many (though not all) classes*;
- Math and Writing drop-in Centers, some tutoring support online;
- software applications in CAPS open lab;

- individual academic counseling for setting goals and finding strategies to increase learning and performance;
- assistive technology;
- ESOL support;
- career exploration;
- academic workshops and much more.

Check with CAPS to see all that is available for support for your class.

For more information on tutoring times and to see if tutors are available for your course, contact CAPS.

Send tutor requests to Tutor Coordinator, Carol Despres, at 603-427-7623 or email: cdespres@ccsnh.edu.

Schedules are posted at CAPS and updated periodically during each semester at www.greatbay.edu/CAPS.

Students with Disabilities

The College is committed to providing support for students with disabilities. Any student with physical, learning, attention, and/or psychological disabilities is encouraged to visit the Center for Academic Planning and Support (CAPS) and make an appointment with the Coordinator of Disability Support Services. More information is available at http://greatbay.edu/caps/disability_support_services.html

If you have an accommodation plan please see me as soon as possible so we can make any arrangements necessary for your learning. However, if you do not tell me you have a disability and do not give me an accommodation plan early in the class, I will not be able to help you if you get behind in this class.

Plagiarism

True learning can exist only in an environment of intellectual honesty. As future professionals, students have a particular responsibility to themselves and society to conduct their academic studies with integrity. The Great Bay Community College community must refuse to allow plagiarism and cheating: all of us must work to create an environment where intellectual curiosity and honesty are valued.

Plagiarism is defined as using or knowingly representing the words or ideas of another as one's own in any academic exercise.

Cheating is defined as using or attempting to use unauthorized materials, information, or study aids in any academic exercise or activity without proper reference citations.

Violations will be referred to the Academic Affairs office for Judicial Review. Student may be subject to loss of grades and/or removal from class and/or program.

CIS111 Lab – Fall 2010

Passwords

INSTRUCTIONS FOR DOING THIS LAB

1. Think of a catchy phrase or word to encrypt into a password. Using the heuristics outlined in chapter 12 convert your password into one that another user may not guess. Use at least three changes. Obviously, do not use one that is an active password.
2. You are a manager in a business department coordinating a password security plan for the Network Administrator. Consider, password format guidelines, expirations, entry lockouts, password disclosures and any other important details. Source your resources. Write a one-page summary detailing your plan.
3. What antivirus software is installed on your computer? How do you update the software to download the newest virus protection? Do a complete system check. Answer: How long did it take? How many files were checked? Were any viruses found?

FALL 2010 – Week 1 Assignments (Specific to Textbook)

Review: Chapter 1

Description: End-of-Chapter Review

Instructions: using lower-case letters only, fill in the correct word(s) that satisfy each statement.

Multiple Attempts are not allowed. This Test can only be taken once.

This Test can be saved and resumed later.

Question 1

Here are some of the acronyms found in Chapter 1. Next to each, write its name and meaning

SCSI	A. Compact Disk
IT	B. Liquid Crystal Display
CRT	C. Integrated Circuit
LCD	D. Random Access Memory
RGB	E. Information Technology
CD	F. Red Green Blue
RAM	G. Read Only Memory
ROM	H. Cathode Ray Tube
PC	I. Personal Computer
IC	J. Small computer system interface

Answer 10 points

Question 2

Knowing _____ is important to understanding technology and being understood when talking about it.

Answer 2 points

Question 3

The last cable you should plug in should be the _____.

Answer 2 points

Question 4

The number of times a second that images on the screen are redrawn is called the _____.

Answer 2 points

Question 5

A specified result sought through the use of a precise and systematic method is a(n) _____.

Answer 2 points

Question 6

The process of starting a computer is called _____.

Answer 2 points

Question 7

A device that helps you remember a fact or concept is a _____.

Answer 2 points

Question 8

On the computer, programs and information are stored on the _____.

Answer 2 points

Quiz 01 - Chapter 1

Multiple Attempts are not allowed. This Test can only be taken once.

Test can be saved and resumed later.

Question 1

Any color displayed on a computer screen is a combination of red, green, and blue.

Answer

- True
- False

5 points

Question 2

The microprocessor is part of the motherboard.

Answer

- True
- False

5 points

Question 3

Finding a number in a phone book is an example of random access.

Answer

- True
- False

5 points

Question 4

In a very real sense, software does not physically exist.

Answer

- True
- False

5 points

Continued on next page.

Question 5

Software errors are easier to fix than hardware errors.

Answer

- True
- False

5 points

Question 6

Advancements in computer technology have far surpassed advances in most other areas of human endeavor.

Answer

- True
- False

5 points

Question 7

Why is microprocessor an outdated term?

Answer

- a) Computers are now more powerful and sophisticated.
- b) Today's computers don't rely on processors.
- c) Today's microprocessors are more powerful than mainframe processors.
- d) all of these

5 points

Question 8

Hard disk space is generally measured in:

Answer

- a) bytes
- b) megabytes
- c) gigabytes
- d) terabytes

5 points

Question 9

The only way to retain information between sessions is to save the information to the:

Answer

- RAM
- ROM
- hard disk
- microchip

5 points

Question 10

Booting a computer means to:

Answer

- a) restart the computer after a crash
- b) run a program from the hard disk
- c) start the computer
- d) none of these

5 points

Question 11

In the story of the tortoise and the hare, the abstraction is:

Answer

- a) slow and steady wins the race
- b) the tortoise
- c) the hare
- d) speed is deceiving

5 points

Question 12

Understanding how the pedals on your bike transfer power to the wheels:

Answer

- a) is a generalization
- b) makes you operationally attuned
- c) is an abstraction

d) is an algorithm

5 points

Question 13

To apply your knowledge of how a device works as an aid to simplifying its use is to be _____.

Answer

5 points

Question 14

Monitors are _____, that is, their display information is stored in the computer's memory.

Answer

5 points

Question 15

Individual display units on the computer screen are called _____.

Answer

5 points

Question 16

Most of the printed circuitry of a computer is contained on a circuit board commonly called the _____.

Answer

5 points

Question 17

The "smart" part of the computer is commonly called the _____.

Answer

5 points

Question 18

_____ is the general term for computer programs.

Answer

5 points

Question 19

Between hardware and software is _____, a special silicon chip that contains instructions.

Answer

5 points

Question 20

RAM is short for _____.

Answer

5 points

Review: Chapter 2

Description: End-of-Chapter Review

Instructions: Select the best answer that fulfills each question.

Multiple Attempts are not allowed. This Test can only be taken once.

This Test can be saved and resumed later.

Question 1

What is a GUI?

Answer

- a) graphical update identification
- b) general user identification
- c) graphical user interface
- d) general update interface

2 points

Question 2

An example of a metaphor is:

Answer

- a) The player played with the heart of a lion.
- b) The silence was deafening.
- c) The computer played chess as well as the best humans.
- d) all of the above

2 points

Question 3

A slider control is used for selecting:

Answer

- a) one of several options
- b) one or more of several options
- c) within a continuous range of options
- d) one or more items from a list

2 points

Continued on next page.

Question 4

A dialog box will open when a menu has a(n) _____ in it.

Answer

- a) shortcut
- b) ellipsis
- c) check mark
- d) separator

2 points

Question 5

Which of the following is not an instance?

Answer

- a) an image
- b) a song file
- c) a word processing document
- d) a menu

2 points

Question 6

Discuss the advantages of a consistent interface. Look at it from the consumer's view and from the developer's view.

Short Answer (1 – 2 paragraphs)

5 points

Question 7

List the technology tools you can typically use without reading the owner's manual.

Short Answer (Bulleted listing is sufficient)

5 points

Quiz 02 - Chapter 2

Description: What the Digerati Know - Exploring the Human-Computer Interface

Multiple Attempts are not allowed. This Test can only be taken once.

This Test can be saved and resumed later.

Question 1

Command buttons are used to initiate an action.

Answer

- True
- False

5 points

Question 2

The most common slider controls are for window displays.

Answer

- True
- False

5 points

Question 3

Pop-up menus can appear almost anywhere on the screen.

Answer

- True
- False

5 points

Question 4

Once a dialog box is opened, you must complete the action.

Answer

- True
- False

5 points

Question 5

The most common user operations have both menu options and keyboard shortcuts.

Answer

- True
- False

5 points

Question 6

Nearly all personal computer applications share the same basic set of operations.

Answer

- True
- False

5 points

Question 7

All software shares basic features with other software and common features with similar software.

Answer

- True
- False

5 points

Question 8

Spaces are ignored in a text search.

Answer

- True
- False

5 points

Question 9

The majority of menu shortcut keys are activated by using the:

Answer

- Alternate key
- Control key
- Windows key
- Option key

5 points

Question 10

When a menu option is gray, it means the option:

Answer

- is unavailable
- is broken
- is ready for use
- has a shortcut

5 points

Question 11

You want to copy something but the shortcut of the Copy command doesn't seem to work. The problem could be:

Answer

- no content was selected for copying
- you already have something copied and can't copy new information
- there is no Copy command in this application
- the Copy command doesn't have a shortcut

5 points

Question 12

Which of the following is an example of the computer providing feedback to the user?

Answer

- a) editing changes become visible on the screen
- b) the cursor changes to indicate an operation is in progress
- c) a progress bar shows how much of the work is done
- d) all of these

5 points

Question 13

A big advantage experienced computer users have over novices is:

Answer

- a) they know nothing will break
- b) when they get stuck, they start over
- c) they are willing to throw things away and chalk it up to experience
- d) all of these

5 points

Question 14

To select two noncontiguous items, you need to select one and then click on the other while holding down the:

Answer

- a) Option key
- b) Shift key
- c) Control key
- d) Alt key

5 points

Question 15

Nonprinting characters include all of the following except:

Answer

- a) tabs
- b) tags
- c) spaces
- d) punctuation

5 points

Question 16

The goal of information technology use is to:

Answer

- a) think abstractly
- b) learn its "bells and whistles"
- c) use it effectively
- d) none of these

5 points

Question 17

Changing between two states is called _____.

Answer

5 points

Question 18

On the computer, a text search is usually called _____.

Answer

5 points

Question 19

Paired abbreviations in angle brackets are called _____.

Answer

5 points

Question 20

Search-and-replace is also called _____.

Answer

5 points

The End.