Course Description

This course is designed for students intending to work in settings that highly emphasize systems and software implementation. The instruction is intended to provide students with a rich understanding of object-oriented principals through a practical approach to systems analysis and design and information systems today. As an overview, this course will focus on providing students with opportunities to evaluate the object-oriented information systems (OOIS) paradigm holistically and develop their own values and perspectives on its usefulness in relation to other paradigms currently in use. Through this course, it is intended that students will learn to appreciate future roles as information workers across a wide range of organizations.

More specifically, the related components of OOIS will feature prominently, including needs analysis, process flowcharting, representation of information in digital formats, data flow and unified modeling language, and object-oriented programming languages. To achieve this goal, participants will explore object-oriented language(s). The course will provide demonstrations and practice through labs, video cases, web research and team projects to develop students’ problem-solving and critical-thinking skills and to support students’ meta-cognitive development.

Prerequisites

**Course work:**
No previous course work is required to take this course.

**Academic Standing:**
Junior or Senior classification is required to take this course.

Course Objectives

1. To familiarize students with basic information systems concepts and components.
2. To teach the basic concepts and methods of object-oriented programming.
3. To use practical problems to illustrate object-oriented concepts.
4. To understand the use of object modeling in information systems design.
5. To provide an introduction to OO programming and OO information system tools, processes, and modeling.
6. To introduce students to the OO information design principles and techniques.
7. To improve students’ logical and critical thinking skills for Information Technology related careers.

Student Competencies

At the conclusion of this course, a student will be able to:

1. Describe and discuss information systems concepts.
2. Outline information systems structures and designs.
3. Understand the key differences between structured and object-oriented approaches.
4. Analyze individual and unit-level information needs.
5. Relate programming concepts to individual and unit-level information needs.
6. Create simple programs using an object-oriented programming language.
7. Use algorithmic thinking to solve simple and complex problems.
8. Use Flowcharts/Pseudo code to design object-oriented programs.
Course Framework

<table>
<thead>
<tr>
<th>Software Development Life Cycle</th>
<th>OO Application and Programming</th>
<th>OO Analysis and Design Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software process models</td>
<td>Fundamentals of OO programming</td>
<td>Unified Modeling Language (UML)</td>
</tr>
<tr>
<td>Traditional software engineering methods</td>
<td>Encapsulation, inheritance, polymorphism</td>
<td>Design patterns and OO frameworks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And More…</td>
</tr>
</tbody>
</table>

1. Information Systems & Object-Oriented Paradigm 25%
2. Object-Oriented Analysis & Design 25%
3. Object-Oriented Programming Principles 20%
4. Object-Oriented Methods and Proj. Management 15%
5. Object-Oriented Practice 15%

Course Materials

Textbook


Author: Ekedahl

<table>
<thead>
<tr>
<th>eText</th>
<th>Print</th>
</tr>
</thead>
</table>

I recommend that you purchase the eTextbook (online) version of this textbook from CourseSmart (http://www.coursesmart.com/programming-with-microsoft-visual-basic-2008/ekedahl/dp/9780324786248). The printed version of this textbook costs an average of $125.00 retail. The eTextbook (online) version of this textbook costs around $75.00 and you can choose the online (recommended) or downloadable versions of the eTextbook. I recommend the online version of the eTextbook as you can access it from almost any computer and mobile device and it allows for added benefits including highlighting, taking notes, and bookmarking in an electronic format. You may purchase the printed version of this textbook if you wish. The link I provided for the eTextbook version from CourseSmart is the best value that I have found thus far for the textbook.

Software


* All software is free of charge. Download instructions can be found on our course website (D2L) at learn.ou.edu.

DreamSpark is a program through Microsoft that provides professional-level developer and design tools to students and educators around the world at no charge. These Microsoft tools will help you advance your learning and skills through technical design, technology, math, science, and engineering activities.
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Tool</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Course Orientation and Introduction to Object-Oriented Information Systems</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
| 1 | Jan. 17 – Jan. 22 | Reading | 1. Unit 1 Overview (D2L Course Content Section)  
2. Web: [Problem Solving in Life and Technology](#)  
Online Discussion | Orientation to Object-Oriented Information Systems, Programming, and Information Technology |
| 2 | Jan. 23 – Jan. 29 | Reading | 1. Supplemental Material: Objects in Depth (provided in Week 2 Discussion Topic)  
Online Discussion | Part I: Objects in Depth & Introduction to Classes and Class Diagrams  
Part II: Follow-up to Defining Information Technology |
| 3 | Jan. 30 – Feb. 5 | Reading | Textbook: Chapter 1, pp. 2-17 (System Analysis & Design and UML)  
Online Discussion | UML Class Diagrams  
Virtual Team Project | Project Milestone # 1 is due, no later than 11:59pm on February 5th, in the designated D2L dropbox. |
| 4 | Feb. 6 – Feb. 12 | Reading | Textbook: Chapter 1, pp. 17-25 (Evolution of Computer Programming)  
Online Discussion | Inheritance, Encapsulation, Polymorphism, and Information Hiding |

**Unit 1 Assignments Due**

No later than 11:59pm on Feb. 12th in designated D2L drop-box. Please refer to D2L Course Content Section for details. ([Installation of Visual Basic Environment and Unit 1 Review Quiz](#)).

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Tool</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 5 | Feb. 13 – Feb. 19 | Reading | 1. Unit 2 Overview (D2L Course Content Section)  
Videos | 1. [Introduction to the Visual Basic 2008 Professional/Express Programming Environment](#) (36 minutes, 30 seconds)  
2. [The .NET Framework](#) (35 minutes, 7 seconds)  
Online Discussion | The Syntax and Structure of Programming Languages  
Assignment | Chapter 1 Application Lesson (Programming Lab) pp. 42-46 |
| 6 | Feb. 20 – Feb. 26 | Reading | Textbook Chapter 2, (all pages) Creating a Console Application with Visual Studio  
Online Discussion | Introduction to Visual Studio Solutions and Projects  
Virtual Team Project | Project Milestone # 2 is due, no later than 11:59pm on Feb. 26, in the designated D2L dropbox.  
Assignment | Chapter 2 Application Lesson (Programming Lab) pp. 105-110 |
| 7 | Feb. 27 – Mar. 4 | Reading | 1. Textbook: Chapter 3 (all pages) Introduction to Event Handlers and Windows Forms Applications  
2. Textbook: Appendix A (all pages) Debugging  
Videos | 1. [Creating a User Interface](#) (43 minutes, 11 seconds)  
2. [Writing Code to Handle Events and Set Properties](#) (24 minutes, 44 seconds)  
Online Discussion | Designing a User Interface and Windows Forms Applications  
Assignment | Chapter 3 Application Lesson (Programming Lab) pp. 162-169 |
| 8 | Mar. 5 – Mar. 11 | Reading | Textbook: Chapter 4 (all pages) Introduction to Numeric Data Types and Variables  
Video | 1. [Working with Variables, Expressions, Statements, and Operators](#)  
Online Discussion | Data Types, Variables and Expressions  
Assignment | Chapter 4 Application Lesson (Programming Lab) pp. 219-223 |
Unit 2 Assignments Due no later than 11:59pm on March 11th in designated D2L drop-box. Please refer to D2L Course Content Section for details. (Chapter 1, Chapter 2, Chapter 3 & Chapter 4 Application Lessons and Unit 2 Review Quiz).

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>9 Mar. 12 – Mar. 18</th>
<th>Virtual Team Project</th>
<th>This week has been reserved to allow you and your team members to work on your course-spanning virtual team project (this is the only scheduled class time allotted for working on your team project). Please ensure you are keeping up with designated milestones. <strong>Project Milestone 3 and individual Mid-Term Peer Evaluations are due this week, no later than 11:59pm on March 18th, in the designated D2L dropbox.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Online Disc.</td>
<td>Chapters 1 through 4 Review and a Look Ahead</td>
</tr>
<tr>
<td>10 Mar. 19 – Mar. 25</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
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<tr>
<td>11 Mar. 26 – Apr. 1</td>
<td>Reading</td>
<td>1. Unit 3 Overview (D2L Course Content Section) 2. Textbook: Chapter 5 (all pages) The String and DateTime Data Types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Disc.</td>
<td>Applications utilizing Dates and Times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td>Chapter 5 Application Lesson (Programming Lab) pp. 271-278</td>
<td></td>
</tr>
<tr>
<td>12 Apr. 2 – Apr. 8</td>
<td>Reading</td>
<td>Textbook: Chapter 6 (all pages) Understanding the Structure of an Application: Procedures, Modules, and Classes</td>
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<tr>
<td></td>
<td>Videos</td>
<td>1. <strong>Object-Oriented Programming Fundamentals Part 1</strong> (32 minutes, 46 seconds) 2. <strong>Object-Oriented Programming Fundamentals Part 2</strong> (41 minutes, 39 seconds)</td>
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</tr>
<tr>
<td></td>
<td>Online Disc.</td>
<td>Procedures and Classes (BankAccount Class)</td>
<td></td>
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<tr>
<td></td>
<td>Assignment</td>
<td>Chapter 6 Application Lesson (Programming Lab) pp. 326-332</td>
<td></td>
</tr>
</tbody>
</table>

Unit 3 Assignments Due no later than 11:59pm on April 8th in designated D2L drop-box. Please refer to D2L Course Content Section for details. (Chapter 5 & Chapter 6 Application Lessons and Unit 3 Review Quiz).

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>13 Apr. 9 – Apr. 15</th>
<th>Reading</th>
<th>1. Unit 4 Overview (D2L Course Content Section) 2. Textbook: Chapter 7 (all pages) Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Video</td>
<td>1. <strong>Branching and Recursion</strong> (watch first 9 minutes, 20 seconds)</td>
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</tr>
<tr>
<td></td>
<td>Online Disc.</td>
<td>Decision Making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td>Chapter 7 Application Lesson (Programming Lab) pp. 388-393</td>
<td></td>
</tr>
<tr>
<td>14 Apr.16– Apr. 22</td>
<td>Reading</td>
<td>Textbook: Chapter 8 (all pages) Using Repetition with Loops and Lists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video</td>
<td>1. <strong>Branching and Recursion</strong> (start at 9 minutes, 20 seconds. Arrays are out of the scope of this class but pay attention to the recursion and looping discussions during and after the Array discussion.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online Disc.</td>
<td>Loops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td>Chapter 8 Application Lesson (Programming Lab) pp. 442-448</td>
<td></td>
</tr>
<tr>
<td>15 Apr. 23 – Apr. 29</td>
<td><strong>Reserved</strong></td>
<td>This week has been reserved to allow you to focus on completing your course research paper, prepare for the course final examination, and finalize your virtual team project.</td>
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<tr>
<td></td>
<td>Virtual Team Project</td>
<td>Project Milestone # 4 &amp; Final Peer Evaluation – The Final Product and your individual peer evaluations are due, no later than 2pm on April 29th, in the designated D2L dropbox.</td>
<td></td>
</tr>
<tr>
<td>16 Apr. 30 – May 4</td>
<td>Research Paper</td>
<td>Your course research paper is due, no later than 5pm on May 4th, in the designated D2L dropbox.</td>
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</tbody>
</table>
| | Final Exam | **Final Examination** for LIS 3003.995  
(Online | 2 hour limit to complete once started)  
Available starting at 5:00pm on May 2nd. Must be started no later than 9:59pm on May 4th. |

Unit 4 Assignments Due no later than 5:00pm on May 2nd in designated D2L drop-box. Please refer to D2L Course Content Section for details. (Chapters 7 & Chapter 8 Application Lessons).
Course Work General Timeline Summary

The course is partially self-paced. That is, you may work at your own pace each week, and may work ahead of the schedule noted above, but work must be completed by the designated due dates and times listed above, unless otherwise noted (note that unit deadlines include all assignments within the respective unit), note these dates are tentative and subject to change at the discretion of the instructor. In general the times in which course work is due are noted below:

- Our work week starts on Mondays with new material.
- All assignments will be due on Sundays @ 11:59pm in the appropriate dropbox folders on D2L unless otherwise noted on the course schedule.
- Unit Review Quizzes (Units 1 through 3) are due the last Sunday of each unit by 11:59pm as noted in the course schedule above.
- Weekly discussion postings are due each Saturday @ 2:00pm. Please note that responses to discussion postings should be spread throughout the week. Please note the grading section of this syllabus in regards to how participation points will be awarded for discussion posts.

Course Spanning Virtual Team Project

You will be assigned to a team of 3-5 team members who will work together to complete an assigned virtual team project for this course. You will have 4 project milestones due during each unit as noted in the course schedule above. More information regarding your virtual team project can be found under the CONTENT section of our course site on D2L. Please note that you will receive your team assignments after the first week of the semester has started.

Course Research Paper

You will complete a course research paper that will be due towards the end of the semester as noted in your course schedule above. More information regarding your course research paper can be found under the CONTENT section of our course site on D2L. The earlier you get started on this paper, the better the end result will be.

Final Exam Date & Time

Final Exam – The only exam you will have in this course will be the final exam. The final exam will become available Wednesday, May 2, 2012 @ 5:00pm and will close on Friday, May 4, 2012 @ 11:59pm. You will have two hours to complete the exam once started. This means that the latest you can access the exam and have the 2 hours allowed to complete the exam will be at 9:59pm on Friday, May 4, 2012. The exam will be comprehensive and will be online. You may use any course notes and your textbook while taking the exam but may not work on the exam with other classmates.

Class Activities, Participation, and Interaction

Online learning occurs within interactive processes centering on discussions and other individual and/or collaborative activities. In order to benefit from this learning, students ideally need to actively participate 4-5 times per week in the class. A positive and direct correlation exists between frequency of student participation and learning outcomes. Because of that, students are expected to participate 4-5 times per week on class activities.

Contributions by students to these activities form a rich learning environment that is diminished when students do not participate at this level. Set aside the time to be a collaborative partner in everyone’s learning.
The Different Kinds of Assignments

Assignments are intended to help you master the content, so you should attempt to complete them all. This online course employs a variety of assignments, including, but not limited to:

- **Online Readings**—They may provide an introduction to a unit, provide information, or be articles or papers that have been authored by experts in the field.
- **Readings from Books**—You need to have any required textbooks in advance of starting the course. All required textbooks required for this course are listed in this syllabus.
- **Web Research**—(also known as Internet Resource Assignments) teach you how to use the Internet as a resource tool. You may be given links to websites that either enhance the content of readings or show you where information and resources can be found. Some provide online stories or articles. Most also have Discussion Questions relating to the content of the Internet resource. Your instructor may also list supplemental online resources in these sections.
- **Exercises/Assignments**—Exercises may consist of answering questions in a text chapter, writing a paper, or completing some other assignment. Exercises are usually performed offline. You should evaluate your results by comparing them to the results or criteria posted by the Instructor at the end of the unit. Some instructions may include submitting these Exercises to the classroom dropbox for evaluation. In this course the majority of assignments are classified as programming labs as noted below.
- **Programming Labs**—Labs are activities to help you apply what you have gone over in readings and research. Programming Labs for this course do not require any prior knowledge of a programming language or concepts. Programming Labs in this course are “hands-on” labs meaning that you are guided through the completion of the lab step-by-step.
- **Review Quizzes**—Unit Review quizzes in this course are used to help check your understanding of the content. Review quizzes will be completed online and submitted for a grade.
- **Online Discussions**—Online Discussions and Questions are answered in the class discussion areas and form the core of class communication. Discussion Questions may ask you to apply course concepts to your own circumstances, provide your opinion about course content, or share your experiences completing course Exercises. Participation in discussions is required.
- **Reflective Activities**—Reflective activities such as writing up a case study, designing a project, or critiquing an assignment may be used as a method for you to analyze, synthesize, and evaluate course content.
- **Collaborative Projects**—Collaborative projects can involve teams of students working together to participate in study groups, write research papers, make presentations, create case studies, and take part in simulation activities. The projects allow interactions with fellow students and build on facilitation and planning skills.

### Grading Policies

**Instructor’s Grading Timeline**

All course assignments and projects will be graded within one week of their due date. Late assignments and projects will be graded no later than one week following the date the student emails the instructor notifying the instructor the project has been submitted. Students submitting late projects must email the instructor to let the instructor know the late submission has been posted in the dropbox. Discussion grades will be updated each week no later than Saturday of the week following the Unit’s completion.

**Discussion and Participation Grading Rubric**

In order to receive full credit for discussion board postings, all initial discussions and reply comments must be posted on time. Initial discussions are due by **Thursday at 11:59 p.m.** and all reply comments are due by **Saturday at 11:59 p.m.** Central Time is used for all discussion due dates.

**Initial Discussions**
You are required to have at least (1) initial discussion to question(s) and at least (3) reply comments.

**Reply Comments**
In addition to posting your initial discussion, you are also expected to post reply comments to the questions that you have not answered in your initial discussion. You are expected to follow-up with those persons who have left you replies on your initial discussion. Also you are expected to reply to those persons for whom you have left feedback if they have responded to your comments to them. Aim to post (5-8) times to other students in the class each week.

Discussion board activity should be ongoing and throughout the week. You are expected to post on 3-5 different days of the week.

Remember to post early...post often for maximum learning and discussion point awards!

To more easily visualize this process, think of our discussions as you would a conversation with others. If someone asks or responds to you, then the conversation is enhanced by following up with your own insights and meaningful comments. The discussion board should mimic this type of interaction.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the discussion question(s)</td>
<td>4-5 points</td>
<td>2-3 points</td>
<td>0-1 points</td>
</tr>
<tr>
<td>Displays an excellent understanding of the course materials and the underlying concepts being discussed. Uses course materials and other information to support important points.</td>
<td>Displays understanding of the course materials and the underlying concept being discussed. Limited use of course materials and other information to support points.</td>
<td>Displays little understanding of the course materials and the underlying concept being discussed. Use of course materials and other information to support points is incoherent or missing entirely.</td>
<td></td>
</tr>
<tr>
<td>Expands discussion concepts</td>
<td>3-4 points</td>
<td>2-3 points</td>
<td>0-1 points</td>
</tr>
<tr>
<td>Displays an excellent understanding of the concepts under discussion by...</td>
<td>Displays understanding of the concepts under discussion by...</td>
<td>Displays little understanding of the concepts under discussion as evidenced by...</td>
<td></td>
</tr>
<tr>
<td>...affirming statements and citing relevant research or,</td>
<td>...affirming statements and citing some research or,</td>
<td>...no affirming statements or references to relevant research or,</td>
<td></td>
</tr>
<tr>
<td>...asking a new related question or,</td>
<td>...asking a new somewhat related question or,</td>
<td>...asking no related questions or,</td>
<td></td>
</tr>
<tr>
<td>...making an oppositional statement supported by personal experience or related research.</td>
<td>...making an oppositional statement somewhat supported by personal experience or related research.</td>
<td>...making no oppositional statement supported by any personal experience or related research.</td>
<td></td>
</tr>
<tr>
<td>Connections to personal understanding or professional practice</td>
<td>3 points</td>
<td>2 points</td>
<td>0-1 points</td>
</tr>
<tr>
<td>Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in a classroom to include a theoretical rationale underlying the use of specific strategies or materials.</td>
<td>Evidence of reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.</td>
<td>Little evidence of reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what takes place in a specific classroom. Little if any theoretical rationale underlying the use of specific strategies or materials included.</td>
<td></td>
</tr>
<tr>
<td>Quality and frequency of writing</td>
<td>3 points</td>
<td>1-2 point</td>
<td>0 points</td>
</tr>
</tbody>
</table>
Projects, Assignments, and Papers Grading Rubric

The following grading rubric will apply as a guide when grading all other Projects and Assignments submitted for a grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content, Focus, Use of Text/Research</th>
<th>Analysis and Critical Thinking</th>
<th>Writing Style, Grammar, APA Format (when applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Response successfully answers the assignment question(s); thoroughly uses the text and other literature.</td>
<td>Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation).</td>
<td>Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature.</td>
<td>Response generally exhibits higher-order critical thinking and analysis (e.g. true analysis).</td>
<td>Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Response answers the project assignment(s) with some digression; sufficiently uses the text and other literature.</td>
<td>Response exhibits limited higher-order critical thinking and analysis (e.g. application of information).</td>
<td>Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension.</td>
<td>Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.</td>
</tr>
<tr>
<td>0-59%</td>
<td>Response insufficiently answers the assignment question(s); insufficiently uses the text and other literature.</td>
<td>Response exhibits simplistic or reductive thinking and analysis and demonstrates limited knowledge on the subject matter.</td>
<td>Sentences unclear enough to impair meaning; tone is inappropriate and/or inconsistent. Grammatical skills are inadequate for college level. Unacceptable use of APA format when assigned.</td>
</tr>
</tbody>
</table>

Overall Points Breakdown and Final Grades

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
<th>Grade Percentage</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>(1 exam, worth 150 points)</td>
<td></td>
<td>B</td>
<td>80 – 89.9%</td>
</tr>
<tr>
<td>Unit Review Quizzes (3 quizzes total, each worth 40 points)</td>
<td>120</td>
<td>C</td>
<td>70 – 79.9%</td>
</tr>
<tr>
<td>(13 online discussions, each worth 15 points)</td>
<td></td>
<td>D</td>
<td>60 – 69.9%</td>
</tr>
<tr>
<td>Discussion/Participation (13 online discussions, each worth 15 points)</td>
<td>195</td>
<td>F</td>
<td>0 – 59.9%</td>
</tr>
<tr>
<td>Collaborative Virtual Team Project (4 Milestones)</td>
<td>150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programming Labs &amp; Installation Assignment (9 deliverables, each worth 30 points)</td>
<td>270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Research Paper (1 paper, worth 115 points)</td>
<td>115</td>
<td></td>
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</tbody>
</table>
Course Policies

Extenuating Circumstances: If you have extenuating circumstances that prevent you from completing projects, quizzes, assignments, or participating in the class, please contact the instructor to make alternative arrangements. The possibility of alternative arrangements is at the discretion of the instructor. Active communication is the key to overcoming any hurdles you may encounter during the term. If you are unable to contact your instructor, contact your academic advisor.

Early Discussion Policy: Discussion Board postings are critical to the success of the online classroom and work best when all students are engaged in the same discussion at the same time. Students may on occasion wish to post to the discussion board early. This is fine; however, in order to receive full credit for the discussion, students must participate in the peer-to-peer discussion during the unit beginning and end dates. In addition, please understand it is unlikely your instructor and peers will provide comments to your postings until the scheduled time for the unit’s discussion.

Early Project/Assignment Submission: It is understandable there may be times students wish to post projects to the Drop Box prior to their due date. However, instructors may not download any projects or begin providing feedback on those submissions until the due date has passed. This permits “batch grading” of all projects, reviewing the submissions across all students. Students are urged not to work too far ahead in completing projects as each unit’s discussion and lecture provides additional information to support your project and assignment efforts.

Complete the lessons and activities. This is a partially self-directed learning situation. Each student must decide how much effort he or she wants to put into this class. The more one puts into the class, the more one will get out of it. Each unit includes several learning opportunities (e.g., lecture notes, video cases, etc.). I encourage you to use any and all that work for you – that help you learn the material and perform well on the exams.

Pacing (Online Section Only). To some extent, this course is self-paced. You can access the lessons at any time that is convenient for you. Because of this, it might be tempting to allow the lessons to pile up until the last minute. Do not let this happen. You will learn better and retain more information, and enjoy the course more if you pace yourself, and work on this class regularly and consistently.

Interaction and feedback. Please contact me with any questions, comments, or feedback. Use the Discussion forum for this purpose as well. Ask questions without embarrassment. If you are confused, the odds are that others taking the course are confused as well and will appreciate your asking.

Technology. In today’s educational environment, the use of technology is an integral part of our personal, academic, and professional life and routine. You will find updates regarding due date changes, course announcements, etc. posted on Desire2Learn as well as emailed out to your University of Oklahoma student email address. You are expected to check your email at least twice a day as well as Desire2Learn to ensure you are up-to-date with course announcements and information. Also, using technology as an excuse for not turning in or being able to complete an assignment will not be tolerated in this course. There are multiple resources at your disposal, free of charge, across the University of Oklahoma campus to be successful in completing your assignments on time and with plenty of time to spare. If you have questions regarding what types of resources are available to you and how to access them, please set up an appointment with me to discuss the matter further.

Extra Credit Policy. Extra credit is not offered in this course. This course is designed to allow you to maximize your grade through several areas of academia. If you follow the course overview, submit your assignment on time, and participate you will do fine in this course.

Online Attendance Policy. The course has the following Online Attendance Policy: This course has both synchronous and asynchronous requirements. Synchronous (or real-time) learning experiences happen at the same time for all students in a section. Asynchronous learning experiences happen
throughout the course and do not require student participation at a scheduled time.

The specific requirements for attendance are the following:

1. Any student who does not log into this class within the first seven days of the semester will be withdrawn from this class and their enrollment will be cancelled.
2. Students who have not participated in class by failing to log in for 21 consecutive calendar days (excluding scheduled breaks) will be administratively withdrawn from this class.
3. Students dismissed due to nonattendance must apply for readmission to the course and obtain departmental and instructor approval before doing so.
4. Failure to reply to instructors email notification/requests that require a response within 5 days of being sent will result in an automatic 2% reduction in your overall grade for the respective Unit being worked on at that time.

Late Coursework Policy. In order to move quickly and successfully, specific deadlines for all assignments are clearly stated in the course syllabus. Should a student be unable to meet a deadline, it is expected the student will make arrangements in advance with the instructor to turn work in late. A penalty may or may not be assigned, at the discretion of the faculty member.

If a student does not make prior arrangements with the instructor and fails to turn individual work in on time, the following penalties may be applied (please note that you must receive permission from the instructor before turning in any late work. Allowing late work is at the discretion of the instructor. **No late work will be accepted if an extension has not been request and approved by the instructor at least 2 weeks in advance of the due date – NO EXCEPTIONS:**

- Work that is submitted 1 - 2 calendar days AFTER its due date may be graded down a maximum of 5%.
- Works that is submitted 3 - 6 calendar days AFTER its due date may be graded down a maximum of 10%.
- Work that is submitted 7 - 21 days AFTER its due date may be graded down a maximum of 20%.
- **Work that is submitted more than 21 days AFTER its due date will receive an automatic zero.** (Late assignments cannot be submitted for grading after Unit 3.)
- Final course projects and end-of-term papers must be turned in no later than the last day of Unit 3 or otherwise noted **UNLESS** an "Incomplete" grade has been arranged in advance of the final course date.

Policy Exception: Threaded Discussions are designed for maximum student participation and engagement. It is critical to the success of these courses that students contribute to the Threaded Discussions in a timely manner. Therefore, no late postings to the Threaded Discussions will be accepted without prior arrangement with the instructor.

Accommodation for Special Needs: As a faculty member, I am committed to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. If you, as a student in this course, have a disability that may prevent you from fully demonstrating your abilities, contact me personally via email at jason.mcdaniel@ou.edu as soon as possible so we can discuss reasonable accommodations necessary to ensure full participation and facilitate your educational opportunity. For more information regarding your rights and responsibilities as a student please visit the OU Disability Resource Center’s website at: [http://www.ou.edu/content/drc/home/students.html](http://www.ou.edu/content/drc/home/students.html).

Academic Misconduct and Integrity: Academic integrity means honesty and responsibility in scholarship. Here are the basic assumptions about academic work at the University of Oklahoma:

1. Students attend OU in order to learn and grow.
2. Academic assignments exist for the sake of this goal.
3. Grades exist to show how fully the goal is attained.
4. Thus, all work and all grades should result from the student's own effort to learn and grow.
Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic misconduct -- "cheating" -- is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor.

Finally, it is unfair to students who earn their grades honestly. Academic dishonesty is a completely unacceptable mode of conduct and persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Academic dishonesty includes but is not limited to cheating (e.g., looking on another person's exam or allowing them to look on yours), plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person (i.e., copying someone else's work, allowing someone to do your papers or take your exams for you), taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Please read the section on Academic Misconduct in your Student Handbook, which is available on the OU website at www.ou.edu/studentcode and also visit the OU Provost's website on Student Academic Integrity at http://www.ou.edu/provost/pronew/content/integritymenu.html.

Online Communications Guidelines

Netiquette

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. As a University of Oklahoma student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines. You should also review and refer to the Electronic Communications Policy contained in the most recent version of the University of Oklahoma Student Handbook.

A Few Rules of Thumb

- Wait to respond to a message that upsets you and be careful of what you say and how you say it.
- Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.
- Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING!
- Use boldface and italics sparingly, as they can denote sarcasm.
- Keep messages short and to the point.
- Always practice good grammar, punctuation, and composition. This shows that you've taken the time to craft your response and that you respect your classmates' work.
- Keep in mind that threaded discussions are meant to be constructive exchanges.
- Be respectful and treat everyone as you would want to be treated yourself.
- Use spell check!