

ETEC 1101, Electronic Technology in the Educational Environment, [Term]

Course Instructor:

[Instructor Name]
[Institution name]
[Institution address]
Phone Number: (xxx) xxx-xxxx
Fax: (xxx) xxx-xxxx
E-mail address:
xxxxxxxxxx@xxxxx.edu

Office hours:
Xxxday, X:00 am/pm - X:00 am/pm

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.**

Also, students with disabilities or who require special testing accommodations must contact the Testing Coordinator at etesting@westga.edu before scheduling an exam appointment.

Other resources:

<https://ecore.usg.edu/current-students/accessibility-services>

<http://www.section508.gov>

<http://www.w3.org/TR/WCAG/>
<http://webaim.org/>

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following

URL: <https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start folder.

Course Description:

This course is an introduction to using personal computers to communicate with individuals and groups and to locate, analyze, organize, and present information. Emphasis is on exploring the role of technology in present and future learning experiences. Topics include the digital divide, hardware, software, the internet and networks, privacy and security, and intellectual property in cyberspace. Students will use their practical technology skills to create formatted word-processed documents and an electronic presentation.

Class Format

This course is an online course using GoVIEW and your computer as the delivery medium. You are not required to attend class face to face. However, your final exam will be given in a proctored environment. This means you will need to appear in person at a designated location to take your final exam. You may take your proctored final exam at any of the Affiliate institutional testing centers for a proctored exam or you must locate an independent proctor.

Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 1500 minutes of instruction (instruction time) and an additional 3000 minutes of supporting activities. As such,

you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	300 minutes
Virtual meetings/chat or audio & video	150 minutes
Course Content Facilitation	450 minutes
Writing assignments/assessments/research/group work	450 minutes
Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Prerequisites:

- None

Recommended Entry Skills/Experience:

- Beginning level skill in Microsoft Office and Google Drive
- Exited Learning Support in Reading and English

Course Objectives:

In this course, students will

- Become effective users of technology
- Develop an understanding of the social implications of emerging technologies
- Utilize electronic technologies to conduct research.
- Critically evaluate the quality and relevance of Internet-based information resources

- Select appropriate technologies and methods to compile, analyze, organize, and present relevant information effectively
- Recognize the role of technology in lifelong learning

Course Text

eCore has explored cost-reducing options for students and currently offers open source texts for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open text for this course allows students to read, download, and print the book at no cost. The textbook is embedded by chapter in the six units that constitute the course, but the full version can be accessed below.

Title	Information Systems for Business and Beyond
Author	David T. Bourgeois, Ph.D
Publisher	The Saylor Academy
Edition/Year	2014
Access	This text is linked by chapter throughout the course.
Type (Required/Optional)	Required
License	Creative Commons: CC-BY

Materials and Resources:

MICROSOFT OFFICE & GOOGLE DRIVE

You'll need Microsoft Office and Google Drive to complete the project activities for this course. If you do not have a Google account you will need to sign up for one during the first week of the course. You will need to have this software installed and ready to use for course orientation activities.

Planet eCampus

Visit the Planet eCampus blog to read about eCore students, faculty, and trends in online education: <http://planetecampus.blogspot.com/>.

Technical Requirements and Assistance

Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at <http://ecore.usg.edu/prospective/techreqs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

Assistance:

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.


Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the [Smarthinking page](#) located within Course Resources or access Smarthinking directly using

the  icon from the course navigation bar.

Grading and Standards

Grading Breakdown

Discussion/Participation

20%

(5 Discussions)

Projects/Assignments	20%
(3 Projects)	
Quizzes	35%
(12 Quizzes)	
Final Exam	25%
(proctored)	

Proctored Exams

A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.



Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

Grade Turnaround

All assignments and assessments will be graded within one week's time.

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work,

because not all students come into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Attendance and Participation

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. Lack of participation in assigned online discussions is considered an absence, even if you are logged into the course. If for any reason you are unable to participate by the due dates listed in the course calendar it is your responsibility to inform your instructor. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor, and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

Class Participation

Online discussion is your class time. Use this time wisely. Discussions take place in the Discussion area of GoVIEW. Discussions are available for posting, reading, and replying during their assigned days. The assigned topics in the lesson topic area are for discussion directly related to the lesson. The quality of your participation will be evaluated according to the criteria established in the discussion participation guidelines. The non-assigned and non-graded topics "Community" and "Online Office" are available for use throughout the term. The Community topic is used for student-student interaction and discussion. The Online Office topic is used for asking the instructor general questions related to the

course and lessons. It is also for the instructor to post general comments about the course and individual lessons.

When reporting on information that has been researched, synthesize that information into your own thoughts and words, citing the source but avoiding or minimizing direct quotes from the sources.

Participation Guidelines

Your discussion participation is evaluated according to these guidelines. I will be reading posts and participating in each topic throughout the course. You will receive feedback and a grade for each assigned topic, typically within 2-3 days of the topic closing. Check your Grades and GoVIEW Email. At the end of the semester, discussion grades will be averaged. Comments and questions to me related to discussion participation are welcome.

Objective/Criteria	Performance Indicators					
	Superior (A)	Good (B)	Acceptable (C)	Needs Improvement (D)	Standards Not Met (F)	Not Submitted (F)
Timeliness	(5 points) Posts substantive original or comment entries on at least three different days during the topic's availability period.	(4 points) Posts substantive original or comment entries on at least two different days during the topic's availability period.	(3 points) Posts substantive original or comment entries on at least one day during the topic's availability period.	(2 points) Posts satisfactory original or comment entries on at least one day during the topic's availability period.	(1 points) Posts poor original or comment entries on at least one day during the topic's availability period.	(0 points)

Objective/Criteria	Performance Indicators					
	Superior (A)	Good (B)	Acceptable (C)	Needs Improvement (D)	Standards Not Met (F)	Not Submitted (F)
Netiquette	(5 points) Initiates discussion on divergent points of view, acknowledging and respecting divergent points of view.	(4 points) On most occasions, initiates discussion on divergent points of view, acknowledging and respecting divergent points of view.	(3 points) Sometimes initiates discussion on divergent points of view, acknowledging and respecting divergent points of view.	(2 points) Seldom initiates discussion on divergent points of view but acknowledges and respects divergent points of view in replies.	(1 points) Doesn't initiate discussion on divergent points of view and doesn't either acknowledge or respect divergent points of view in replies.	(0 points)
Professional Writing Style	(5 points) Entries use professional language, with a clear flow of ideas and minimal spelling and/or grammar errors	(4 points) Entries mostly use professional language, with a clear flow of ideas and few spelling and/or grammar errors	(3 points) Entries somewhat use professional language, with some clear flow of ideas and some spelling and/or grammar errors	(2 points) Entries poorly use professional language, with a vague flow of ideas and many spelling and/or grammar errors	(1 points) Entries do not use professional language; there is no flow of ideas and errors impair communication	(0 points)

Objective/Criteria	Performance Indicators					
	Superior (A)	Good (B)	Acceptable (C)	Needs Improvement (D)	Standards Not Met (F)	Not Submitted (F)
Quality of Original Post	(5 points) Comments demonstrate: Ideas related to the topic: Presents new and/or well-synthesized ideas that are relevant to the topic Supporting data: Identifies resources for supporting data from a variety of quality resources Analysis of topic: Critically analyzes the issue, incorporating multiple viewpoints	(4 points) Comments mostly demonstrate: Ideas related to the topic: Presents new and/or well-synthesized ideas that are relevant to the topic Supporting data: Identifies resources for supporting data from a variety of quality resources Analysis of topic: Critically analyzes the issue, incorporating multiple viewpoints	(3 points) Comments generally demonstrate: Ideas related to the topic: Presents new and/or well-synthesized ideas that are relevant to the topic Supporting data: Identifies resources for supporting data from a variety of quality resources Analysis of topic: Critically analyzes the issue, incorporating multiple viewpoints	(2 points) Comments vaguely demonstrate: Ideas related to the topic: Presents new and/or well-synthesized ideas that are relevant to the topic Supporting data: Identifies resources for supporting data from a variety of quality resources Analysis of topic: Critically analyzes the issue, incorporating multiple viewpoints	(1 points) Comments are irrelevant, off-topic, or do not demonstrate: Ideas related to the topic: Presents new and/or well-synthesized ideas that are relevant to the topic Supporting data: Identifies resources for supporting data from a variety of quality resources Analysis of topic: Critically analyzes the issue, incorporating multiple viewpoints	(0 points)
Quality of Reading and Reply Posts	(5 points) All postings have been read for the topic. Replies exhibit evidence of having read entries,	(4 points) Most postings have been read for the topic. Replies exhibit evidence of having read	(3 points) Some postings have been read for the topic. Replies exhibit evidence of having read	(2 points) Few postings have been read for the topic. Replies exhibit evidence of having read	(1 points) 1-2 postings have been read for the topic. Replies exhibit evidence of having read entries,	(0 points)

Objective/Criteria	Performance Indicators					
	Superior (A)	Good (B)	Acceptable (C)	Needs Improvement (D)	Standards Not Met (F)	Not Submitted (F)
	researched the information, and considered added or alternative views	entries, researched the information, and considered added or alternative views	entries, researched the information, and considered added or alternative views	entries, researched the information, and considered added or alternative views	researched the information, and considered added or alternative views	
						out of 25

Time Commitment

Taking a course online requires as much or more time than taking a face-to-face class. It is not easier or faster. For a 2 credit course, each week of a 15-week term you would spend 2 hours in class and 2-4 hours studying. Expect to put in the same amount of time with this course. Many of your learning activities in this course involve web searching. Plan to devote an average of 2-3 hours each week online conducting your web searches, composing, reading and responding to class participation discussions, and sending your completed projects to your instructor. Plan to spend an additional 2-3 hours each week offline reading your textbook and preparing your discussion postings and projects. It is helpful to set aside regular weekly study time when you can work uninterrupted and a quiet, uninterrupted study environment.

In this course, you are expected to

- Log on regularly to check for email messages and discussion postings from your instructor and from other students
- Check the course Calendar and the Online Office Discussion Topic for announcements from your instructor
- Study and read all assigned readings and online materials for each lesson
- Participate and contribute to discussions in thoughtful and substantive ways
- Complete all course work and assignments within the time-frame allowed

Unit #	Desc	Reading	Discussion	Project/Assignment	Assessment
Welcome-Orientation	Orientation	Unit content	Technology Advancements	Orientation Assignments 1-6	Orientation Scavenger Hunt Quiz
Unit 1	Intro to Information Systems	Chapter 1 Online Content		Describing the Concept of an Information System	Ch. 1 Quiz
Unit 2	Hardware, Software, & the Internet	Chapters 2, 3, 4 Online Content	The Internet of Things		Ch. 2 Quiz Ch. 3 Quiz Ch. 4 Quiz
Unit 3	Networking & Communication	Chapter 5 Online Content		Google Slides Presentation	Ch. 5 Quiz
Unit 4	Online Security & The Role of People in Technology	Chapters 6, 9, 10 Online Content	Data Protection and Security		Ch. 6 Quiz Ch. 9 Quiz Ch. 10 Quiz
Unit 5	Globalization, The Digital Divide & Net Neutrality	Chapter 11 Online Content	Net Neutrality		Ch. 11 Quiz
Unit 6	Ethics & Law in Cyberspace and Future Trends	Chapters 12, 13 Online Content (includes GALILEO &		Ethics and Law in Cyberspace Research Paper	Ch. 12 Quiz Ch. 13 Quiz

		Evaluating Sources Material)			
--	--	------------------------------	--	--	--

Late Policy

Late Discussions: The opportunity for make-up participation is not available. Expectations and standards for discussion participation are detailed at the Participation Guidelines section.

Late Assignments: The opportunity for make-up project work is not available. Explanations and grading criteria for project assignments are detailed at each lesson's project description.

Late Exams/Assessments: xxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx

Unit Breakdown

The following is an overview of units covered in this course.

Academic Honesty

(Acknowledgment is hereby given to Georgia State University on whose policy this is based).

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding

course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone

else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Student responses to quiz and exam questions must be original and not copied from any other source. Any violation of this will result in a grade of 0.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data

- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-academic-dishonesty-procedures> for further details on the eCore Academic Honesty Policy.