EXS 111 SYLLABUS

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# Course Purpose

Students will study important topics in computer literacy. With the exception of basic keyboarding skills, no prior computer experience is assumed. The model of this course is a "flipped classroom" and "Problem-Based Learning." The way this is achieved is through the use of special group work, models, demonstrations, and games. A large portion of this course is aimed at introducing, then familiarizing students with modern Office Productivity tools. However, the use of *Microsoft Office* is **required**!

# Prerequisite

This course covers a full semester and has no prerequisites

# Required Materials

* Laboratory and Demonstration supplies will be provided by the teacher.
* Although most students have a laptop/netbook, the classroom also has desktop computers with the full gamut of software used in this class.
* The willingness to be silly, goofy, and use your imagination with a child-like wonder in pursuit of a greater understanding of technology and modern culture.

# Grading

**Point System** of 1000 total possible points

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **In-Class Units** | **Website** | **Tech Tools 1** | **Tech Tools 2** | **Tech Tools 3** | **Team Project 1** | **Team Project 2** | **Team Project 3** | **ExerGaming** | **Video Analysis** |
| 50 | 100 | 100 | 100 | 100 | 50 | 50 | 50 | 200 | 200 |

|  |  |
| --- | --- |
| **% Grade** | **Letter Value** |
| >93% | A |
| 90-93% | A- |
| 87-89% | B+ |
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 73-76% | C |
| 70-72% | C- |
| 65-69% | D |

# Teaching Methods

* **Lectures/In-Class Learning Units:** This course is designed as a Problem-Based and Group-Based, “Flipped-classroom” platform. There are no exams. However, the following projects are done in class:
  + 5 Demonstrations that utilize special equipment or require resources not attainable elsewhere
  + 3 Multi-week Group Projects researching aspects of computers in society
  + 5 Breakout sessions exploring applications of computers
  + 3 Labs on the usage of Microsoft Office
  + An *attendance required* class involving recording with video camcorders
* **Assignments:** The primary purpose of this course is to familiarize students with the basics of the Microsoft Office Suite. In Academic and Professional communication, it is imperative that students are capable in using:
  + Microsoft Office: PowerPoint (worth 100 points)
  + Microsoft Office: Word (worth 100 points)
  + Microsoft Office: Excel (worth 100 points)

To this end, there are three individual-learning projects using these specific pieces of software. No substitutes are accepted. Most computers either have this software pre-installed, are able to inexpensively purchase, or utilize the web-version that is provided by the school. For the Word and Excel projects, it will be necessary to have the full (not-free web) versions of the software, to access the advanced functions not provided through our Cortland Outlook.com portal.

* **Website Project:** This multi-media/website design project features the basics of web authoring and design. Specific instructions and support tools will be explained and demonstrated in class. The student must create an account on the appropriate web service, create a website, clear the site of extraneous content, and submit all class materials to this site in order to earn any grade in this course. This is worth 100 points (10%) towards the Overall Grade and is the only means allowable for submission of classwork!
* **Team Projects:** The secondary purpose of this course is to introduce the concept of what computers are, and how they have affected our society. There are three **GROUP** projects to be worked on by all members of the Teams that the students organize in class. Specific guidelines are on the TEAMS Tab on the course website. The lessons are as follows:
  + Team Project #1: History of the Computer (worth 50 points)
  + Team Project #2: History of the Internet (worth 50 points)
  + Team Project #3: Modern Internet Culture (worth 50 points)
* **ExerGaming:** A mobile-application testing and analysis experience will take up the last month of the semester. Students will employ mobile apps, record nominal data, perform basic statistical analysis, and ideate a new app for design consideration. This project will produce an APA-style research document, a digital presentation, and a spreadsheet of tracking data visualized with charts.
* **Video Analysis Project:** The introduction to using Video Analysis software will familiarize Kinesiology students with computer-aided kinesiometrics. This includes an IN-CLASS ONLY participatory event; possible extracurricular lab-time is subject to being scheduled with Teaching Assistants. Skipping this lab experience is ill-advised as it comprises 200 points (20%) of the overall grade. The Dartfish Club is also an excellent place to develop these skills, meet new friends, and possibly earn a Technical Certification.

# EXS 111 Student Learning Outcomes

Upon Completion of this course, the student will be able to:

* Experience student-lead education, with a focus on Computers in Society
* Have hands-on contact with the components of a computer
* Identify the concept of a computational device
* Identify and utilize: Operating Systems, Files and Folders, Applications Software
* Have a foundation of the development of computers through history, and their effect on society
* Demonstrate the concept of programming
* Create and maintain a website using modern web authoring tools
* Explore the concept of technology in human communication from pre-history through the Internet Age
* Describe the structure of the Internet
* Demonstrate the concept of the internet
* Research and explain a variety of issues on the consequences of digital communication in modern society
* Be introduced to the premise of Data Collection and Academic Research within the Kinesiology field
* Introduce and utilize basic statistical analysis software
* Be introduced to and use Video Media Analysis software to capture and analyze video
* Have a thorough cross-platform training of Office Productivity Suites
* Become proficient in the use of Microsoft Office: PowerPoint, Word, and Excel

# Course Policies

#### Health and Safety

All students are required to remain informed and follow SUNY Cortland and state requirements for attending classes on campus and virtually. Failure to comply with requirements (i.e.: wearing masks, maintaining social distance, etc.) will result in removal from the classroom for that in-person class session and an absence being recorded. Students may also be referred to Student Conduct.

#### Attendance and Missed Classes

I do not take attendance; my students are adults. However sometimes life happens, and they will not be able to attend class. The student is responsible for communicating with their group to participate in group projects, even if remotely. There are specific In-Class only projects, labs, and demonstrations that cannot be re-taken due to the use of physical equipment or instructional design. With adequate documentation of mitigating factors, alternative projects can be given to offset the loss of In-Class work.

#### Assignments

All assigned readings should be completed before the date specified on each assignment. Overall **ALL** assignments and makeup/do-overs must be completed and uploaded to the student's website by the last day of classes for the semester. The full list is available on the Course Calendar and posted on the course website.

#### Children In Class Policy

Only in extreme cases are children allowed in classroom or laboratory facilities, and then only with approval of the instructor prior to class.

#### Electronic Devices In Class Policy

The official Kinesiology Department policy regarding this is below:

“Out of respect for your fellow students, your professor and the educational process, cell phones, MP3 players and other electronic devices must be turned off and put away before class begins. Please clear any necessary exceptions, such as a potential emergency situation, with the professor before class. Also, while drinking water is acceptable, eating is inappropriate and a distraction to others. Please eat your meals before and after class.”

However! Note that many of the projects and demonstrations in our class actually require the use of your cell phone. As such, communication devices should be used only in the pursuit of knowledge and not for social activities. Although most students already have laptops/netbooks, the classroom we uses does have desktop computers at each station.

#### Examination and Quiz Policy

The teaching methods used in my classes feature no quizzes nor a final exam. All work is in problem-based learning form, which creates student projects showcasing their ability and understanding of the course content. This means there are multiple projects assigned and studied in each class session, with short deadlines for completion.

#### Incomplete Policy

Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. For a student to receive an incomplete, they must be passing and must have completed a significant portion of the course.

#### Academic Integrity

Students are expected to uphold the school’s standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student's own work. Students shall be guilty of violating the honor code if they:

* Represent the work of others as their own.
* Use or obtain unauthorized assistance in any academic work.
* Give unauthorized assistance to other students.
* Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
* Misrepresent the content of submitted work.

For more information on academic integrity and how academic dishonesty can occur, please refer to the College Handbook, College Catalog, Code of Student Conduct and Related Policies, ask your instructor or check the following web sites <http://www.cortland.edu/copyright> or <http://www.cortland.edu/COWRC/academicIntegrity.html>. The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

##### Group-Learning and Information Resources

Problem-Based Learning and Flipped-Model Classrooms are meant to be group-based environments. Although students will collaborate on their studies, each student must develop their own solutions to the assigned projects. Teamwork on assignments is encouraged but must impart their own voice when submitting original work. This method is regularly used in post-secondary education and in the career marketplace. However, proper documentation of cited material is imperative! During the semester the concept of APA citation style will be introduced and students are required to cite all the sources of information they encounter for the completion of projects.

#### Need for Assistance

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it, or which will require academic accommodations, please notify me as soon as possible.

##### The following is the SUNY Cortland Statement on ADA:

SUNY Cortland is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in B‑40 Van Hoesen Hall or call (607) 753‑2066. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations will be reviewed in a timely manner to If you would like to request any accommodations for this class (e.g., note‑taking, special testing environments, etc.), please let me know. In addition, if there is anything I can do to help facilitate your learning in this class, please come see me.

#### Tutor Assistance

Tutors for Computer Applications (EXS 111 or CAP 100), and technology problems are available during the week in room B-116 of the library and through the Help Desk. This assistance is highly recommended!

#### Lab Teaching Assistants

If there are any, every assigned course lab will have a Teaching Assitant (TA) to provide help with the MS Office tutorials (projects) and graded assignments. If your computer malfunctions go to the Circulation Desk and ask for help.Appendix A: Timetable

#### Inclusive Learning Statement

SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO <http://www2.cortland.edu/about/diversity/>)

#### Title IX Statement</h4>

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018). (Title IX http://www2.cortland.edu/titleix)

## Standard Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **In-Class Projects** | **Topics Covered** | **Assigned Work** | **Assignments Due** |
| 1 | Introduction to course  Tech Tools Projects overview  Grouping Up  Making Websites with Weebly/Wix  DEMO: Build a Computer | Where to find our course materials  Modern Website Authoring  What’s in a Computer? | Tech Tools #1: PowerPoint |  |
| 2 | Team Project #1: History of the Computer  Breakout!-1 Alternative Presentation Netware | WG1:   * Identify what “Computer” is * 12 important inventions/discoveries before electricity * Computers since 1800 * Anatomy & Physiology (of a computer) * Societal Impacts * Science *Fiction* to Science *Fact*   Breakout!-1 Introduce and use 5 “free” alternatives to PowerPoint | Team #1 |  |
| 3 | Team Project #1 – Research Methods and presentation guidelines  LAB: APA Citation Techniques | WG1: *Post-initial research inquiry and guided survey of information resources*  LAB: APA 7th edition Style guide for citations |  | Tech Tools #1: PowerPoint |
| 4 | Team Project #1: Present in Class  Tech Tools #2: Microsoft Word Intro | In-Class Presentations  Uploading Content to your Website | Tech Tools #2: Word | Team Project #1 |
| 5 | Team Project #2: History of the Internet  DEMO: Robot Jocks | WG2:   * Human Communication Technology before Electricity * Automated Information Networks * HTML & Web Publishing * Blogs, Vlogs, and broadcast media * eSchool * Net Neutrality   DEMO: Introduce the concept of Programming | Team Project #2 |  |
| 6 | Team #2 – Research Methods and Presentation Guidelines  LAB: Evaluating Online Sources  Breakout!-2 Mobile Notation Applications | WG2: *Specialty guidelines regarding methods of presentation based on topic area covered*  LAB: Checking validity and accountability of web information  Breakout!-2 Evaluating Notation Applications |  | Tech Tools #2: Word |
| 7 | Team #2 – Present  Tech Tools #3: Excel Intro | In-Class Presentations  Uploading Video/Image media to websites | Tech Tools #3: Excel | Team Project #2 |
| 8 | Team Project #3: Modern Internet Culture  Breakout!-3 Mobile Math Apps  DEMO 3: Be the Internet | WG3:   * Smartphone distractions * The Internet of Things * Cryptocurrency * Cyber-Security and Privacy * Social Media Activism * eSport * Deep Web/Dark Web * Misinformation on the Web * Open-Source Revolution   Breakout!-3 Evaluating Math-Helper Applications  DEMO 3: TCP/IP and the Structure of the Internet | Team Project #3 |  |
| 9 | Team 3 – Annotated Bibliography LAB  Breakout!: 4 Polls, Surveys, and Forms  LAB: Importing Data into Excel | WG3 LAB:   * Research w/Virtual Library * Annotated Bibliography Structure   Breakout! 4 Evaluating Various Polling/Survey Services for Data Collection |  |  |
| 10 | LAB: Excel – Pivot tables, Queries, Stats  Team #3 “8+3” | LAB: Use previous Breakout!-generated data to introduce Pivot Tables, Queries, and introductory Statistics  WG3: “8+3”-minute presentations |  | Tech Tools #3  Team Project #3 |
| 11 | EXERGAME Project Introduction | EXERGAME:   * Mobile Applications * Data-gathering techniques * Structuring the project | EXERGAME data-gathering |  |
| 12 | EXERGAME | EXERGAME:   * Data collection and collating * Data Interpretation with Spreadsheets * Ideation: Your *App* | EXERGAME:   * Excel * APA Paper * Presentation | EXERGAME Data |
| 13 | EXERGAME Presentations | EXERGAME:   * Present data and App Idea to class |  | EXERGAME xl, doc, ppt |
| 14 | Video Analysis LAB | Video Analysis:   * Digital Video capture * Introduction to Video Analysis * Saving your progress |  |  |
| 15 | Video Analysis | Video Analysis:   * Synchronization * Annotation * Motion Tracking * Publishing to The Internet * Embed onto Website |  | Project Published to YouTube, embedded on website |