



Lincoln University

Course: CS 70 – The Internetg
Semester: Fall 2014– Thursdays, 9:00-11:45
Course prerequisites/co-requisites: None
Credit: 3 units, 45 lecture hours

Instructor: Dr. Sylvia Y. Schoemaker Rippel
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Course Description

(Current University Catalog Description):

CS 70 – THE INTERNET*

An introduction to the Internet and HTML publishing. Discussions will focus on the use of the Internet applications to access the Internet resources and to create intranets for use inside an organization. Among topics: setting up a network and dial-up connections to the Internet, e-mail, news, FTP, and Web servers, creating Web pages using HTML and Java, converting existing documents into Web documents, CGI programming. (3 units)

* Classes include 15 hours of independent lab work.

Instructional Materials and References Required texts:

Required texts:

Barker, D. I. & Barker, M. S. (2014) *Internet research illustrated* (7th ed.). Boston, MA: Cengage. (ISBN-10: 1285854128 | ISBN-13: 9781285854120)

Blakesley, D. & Hoogeveen, J. L. (2012). *Writing: a manual for the digital age* (2nd ed.). Boston, MA: Wadsworth Cengage. (ISBN-13: 9781111344542 / ISBN-10: 111134454X)

Recommended texts and other resources:

Writer's handbook, online guides and reference tools (to be announced)

Objectives

Students will explore the Internet and develop their writing skills using computer applications, word processing, and Internet resources. They will demonstrate with increasing accuracy their ability to use information with patterns of organization appropriate to their subjects, apply essential application and composition strategies, revision tools and techniques, as well as practice personal and peer editing with enhanced critical thinking and problem solving skills.

Students will use electronic and Internet applications for researching, developing, editing, formatting, and presenting their writing. They will gain experience and techniques for using and documenting Internet and other resources for research planning, processing, sharing, and publication. Students will also learn about resources such as electronic spelling and style checkers, online help for topic selection and content organization, as well as online writers' guides for research, editing, and presentation.

Instructional Methods

The course sessions will include lectures , A/V-augmented presentations (text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

Student Responsibilities

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work in a productive manner, prepare and perform well on tests, complete assignments according to schedule and at a level appropriate to university rubrics, and take personal responsibility for meeting the objectives of the course.

Topical Outline and Writing Assignments

Students will keep a writer's electronic journal or blog in which they will write entries on their writing and research process, including informal observations, descriptions of people, places, and objects, explorations of ideas, attitudes, and other notes for writing. There is no specific format required, but the writing should show some progression, and should not be left for one or two long writing sessions.

There will be two researched writing assignments on student-selected and instructor-approved topics relevant to the course.

The topics and additional writing assignments will give students an opportunity to explore both personal and objective writing styles and applied research techniques incorporating the Internet.

Each of the writing assignments will be planned, drafted, edited and presented for full credit.

All writing assignments, including drafts, revisions, notes for research and planning, must be developed electronically, emailed to the instructor, presented for peer review, and published online.

Schedule

Session	Date	Topic / Text Assignments (WDA: <i>Writing: A manual for the digital age</i> ; IR: <i>Internet research illustrated</i>)
1	8/28/2014	Introduction
2	9/4/2014	Learning Word Processing Tools: Basics Letter of Introduction WDA: Part I: Managing your writing. IR: Unit A - Search strategies
3	9/11/2014	Writing Basics: Topic Sentences and Paragraph Organization
4	9/18/2014	Thesis Statements & Introductions: WDA: Part II - Reading and writing critically.
5	9/25/2014	Learning Digital Writing Skills: Formatting WDA: Part VI: Designing and presenting information IR: Unit B – Complex Search
6	10/2/2014	Best Ways to Find Books & Periodicals WDA: Part III: Conducting research
7	10/9/2014	Finding / Evaluating Internet Sources IR: UNIT C - Finding specialty information:
8	10/16/2014	Midterm
9	10/23/2014	Gaining Control Over Your Research IR: Complex search IR: UNIT C - Finding specialty information
10	10/30/2014	Learning APA documentation, annotations, citations WDA: Part V: APA Documentation
11	11/6/2014	Word Processing Techniques for Longer Documents WDA: Part VIII - Making choices about style

12	11/13/2014	ePublishing WDA: Part VII - Writing in digital spaces IR: Unit D – Social web
13	11/20/2014	Presentations
14	11/27/2014	Review and Debriefing
15	12/4/2014	Final

Assessment Criteria & Method of Evaluating Students

Items	Points
Exercises/ Daily Assignments, Oral and Written	20
Midterm	25
E-Portfolio I, II	10
Presentation of Assignments	10
Final Exam	35
Total	100

Points	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-65	D+
64-60	D
59 or less	F

Date syllabus was last reviewed 8/14