



## CIS 1010

**Division:** Career and Technical Education

**Department:** Computer Information Systems

**Course:** CIS 1010

**Title:** Introduction to Computers and Business Applications

**Catalog Description:**

This is an introductory course in business computer applications. This course will help students understand the impact of the computer-oriented society on individuals, as well as businesses, and includes security, privacy, and the social and ethical issues of the computer age. It will also help students understand the basics of an operating system and be able to use fundamental operating systems commands. This course will help students understand the basics of public and private networks as information resources and the use of electronic communication, such as e-mail. Students will also be taught through hands-on lab experience the basics of several business applications, including word processing, spreadsheet, database, and presentation software. This course exceeds the information necessary to pass the CIS (Computer and Information Literacy) requirement and meets exceeds the Board of Regent's Business Core Advisory Committee's requirement.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 45

**Offered for Non-Credit:** No

**Prerequisites:** None

**Corequisites:** None

**Justification:**

This course meets the demand for an introductory computer course for beginners, non-computer-majors, and Business majors. This course exceeds the information necessary to pass the CIL (Computer and Information Literacy) requirement, meets/exceeds the Board of Regent's Business Core Advisory Committee's requirement, and is similar to CEU's CSIS 1810.

This course will help students understand the computer age and its effect on their lives.

This course prepares students for job readiness at graduation and/or transfer to a four-year college.

**Student Learning Outcomes:**

- Students will understand "rights of privacy" and introduce them to other ethics of access and use.
- Students will understand the basics of an operating system and be able to use fundamental operating systems commands to create, look at, and remove directories, delete files, copy files, format a floppy

disk, rename a file. A student also will know how to handle the asterisk "wild card" in certain Windows and DOS commands.

- Students will develop skills in the actual use of Windows and DOS in a supervised lab setting.
- Students will understand the basics of public and private networks as information resources and the use of electronic communication, such as e-mail.
- Students will use the computer for improving the quality of their course work in other classes, especially for research.
- Students will develop skills in the actual use of library and other information networks and in sending and receiving electronic mail.
- Students will understand the basics of a word processor and be able to use fundamental text editing commands.
- Students will use the computer for improving the quality of their course work in other classes. For example, completers should be able to turn in better essays and term papers.
- Students will develop skills in the actual use of basic applications software.
- Students will understand the basics of manipulating various kinds of data in a spreadsheet.
- Students will use the computer for improving the quality of their course work in other classes. For example, completers should be able to use spreadsheets in accounting and other classes.
- Students will develop skills in the actual use of basic applications software.
- Students will understand the basics of presenting various kinds of data using presentation software, such as Power Point.
- Students will develop skills in the actual use of presentation software, such as Power Point, when making presentations in other settings.

## **Content:**

Course objectives will be accomplished by providing each student with learning experiences in the following subject areas:

- Unit I - Computer Literacy and Ethics:
  - history of the computer, including the evolution of modern computers and computer terminology
  - an overview of the hardware that makes up a computer system, including peripheral equipment, disk drives, memory, monitors, and printers
  - career potential in computer area
  - the impact of the computer-oriented society on the individual, including security, privacy, as well as social and ethical issues of the computer age
    - concepts including computer right to use; licensed, shareware, and public domain software; access modes; rights and responsibilities in the use, sale, transfer, and copy of software; information attributes; and virus transmission
    - ethical issues including: read, writing, and modifying software as well as utilizing, selling, and transferring software
    - legal issues including both laws and penalties
- Unit II - Operating Systems and Environments (Windows and DOS):
  - types of operating systems
  - functions and operations of operating systems, including resources and resource management (files, peripherals, as well as examining and modifying those resources). Coverage also will include other

topics: environment, logon or other initiatory processes, application execution, maintenance, security, network access, compatibility issues, help resources, and logout/exit processes

- elementary Disk Operating System (DOS) commands, including DIR, COPY, FORMAT, and DISKCOPY. Formatting a floppy disk to put DOS, table-of-contents, and volume name on the floppy. Booting-up DOS and retrieving applications programs from DOS
  - basics of Windows: Opening and saving files, mouse operations, Windows basic structural elements, navigating through windows, and activating applications
  - familiarization with computer virus types, virus protection, detection and removal
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- Unit III - Public Access Networks and Electronic Mail:
    - elements of hardware and software in networked systems, including both systems and applications software
    - campus networks using a campus mainframe, the public access network, and other tools
    - electronic mail functions and environment including address and message formats, logging on, executing e-mail software, logging off and exiting e-mail software, reading or examining e-mail messages, sending e-mail messages (including creating, editing forwarding replying and attaching files), saving, deleting, and printing e-mail
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- Unit IV - Information Networks and Resources:
    - information validity and quality, addressing, hot sites for popular items, search facilities, and approaches
    - various types of networks - with emphasis on Internet, the World-Wide Web, and local and regional library networks. An introduction will be given to bulletin boards and news groups
    - an introduction to various key library facilities, including the local library, Merrill Library, SciTech Library, the Library of Congress, and various remote libraries
    - functions and operations of information acquisition over networks including address structures, network access, downloading/extracting information, and searching and browsing (by author, title, keyword, and Boolean relationships)
    - introduction to some of the major tools of acquiring information over networks including: Netscape, FTP, Telnet, Archie, Gopher, etc. The use of CD-ROMs in supplying information will also be discussed
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- Unit V - Word Processing/Document Preparation:
    - beginning skills, including creating, entering, editing, saving, retrieving, and printing a document
    - setting tabs and margins, double-spacing, headers and footers, page number, bolding and underlining, and editing by moving-copying-deleting blocks of text
    - vary a document's fonts and sizes, underlining, and type styles
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- Unit VI - Spreadsheets:
    - setting up a spreadsheet, setting up labels and column headings, and entering data in rows and columns, using formulas to add across rows and down columns, saving, retrieving, and printing out the spreadsheet
    - produce desired graphics and charts of data
    - using spreadsheets to account for past transactions, budget for present funds, and projecting future performance (such as compound interest)

- Unit VII - Database:
  - understand the three types of databases, the difference between database processing and traditional data processing, the need for data dictionaries, and understand field types
  - learn how to normalize and design databases
  - create forms for use of database input
  - design and modify reports and be able to create queries
  
- create and sort slides into proper order
- customize slides by using animation options
- understand basic organizational and content design issues
- create various types of slides.

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students will be required to read from the assigned text, reference manuals, and industry journals to retrieve, analyze, and synthesize information into design, repair, and troubleshooting situations.

2) Write clearly, informatively, and persuasively.

Students are required to write response papers on current topics in the IT industry. These papers are reviewed and returned to students for improvement.

### **Key Performance Indicators:**

#### **In class:**

- In class evaluation will be measured by quizzes/exams, regular lab assignments, lab exams (demonstrating skills), term papers, and class participation. This is not merely a theory course; for example, students are expected to gain sufficient proficiency in word processing to write a good term paper.

#### **Following class:**

- Post evaluation will be measured in various ways such as passing the CIL tests, utilizing computer software in subsequent courses, making presentations in other classes, transferring to another Utah school with the Business requirement, established by the Board of Regent's Business Core Advisory Committee, having been met successfully.

### **Representative Text and/or Supplies:**

- Required text: None - Web based.
- Supplementary materials: A diskette is provided to students for storing their computer files. Occasional handouts also are distributed.

**Optimum Class Size:** 16

**Maximum Class Size:** 24

**Signatures:**

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Computer Information Systems Department:

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Michael P. Medley, MBA, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Career and Technical Education Division:

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Michael P. Medley, MBA, Assistant Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)