

## Gustav Klimt

*Beethoven Frieze*, 1902 ([video](#))

*The Kiss*, 1907-08 ([video](#))

*Death and Life*, 1910/15 ([video](#))

Gustav Klimt, the Magic of Line ([video](#))

## Belgium

Fernand Khnopff, *I Lock My Door Upon Myself*, 1891 ([video](#), [essay](#))

## Britain

Sir Frederic Leighton

*An Athlete Wrestling with a Python*, 1877 ([video](#))

*Bath of Psyche*, 1890 ([essay](#))

Alma-Tadema, *Listening to Homer*, 1885 ([video](#), [essay](#))

Sir Edward Coley Burne-Jones

*The Golden Stairs*, 1880 ([video](#), [essay](#))

*King Cophetua and the Beggar Maid*, 1884 ([video](#), [essay](#))

*The Depths of the Sea*, 1887 ([essay](#))

*Hope*, 1896 ([video](#), [essay](#))

GF Watts, *The Minotaur*, 1885 ([essay](#))

## France

Henri de Toulouse-Lautrec, *At the Moulin Rouge*, 1893-95 ([video](#))

Auguste Rodin,

*The Burghers of Calais*, 1884-95 ([essay](#))

*The Gates of Hell*, 1880-1917 ([video](#))

Camille Claudel, *The Age of Maturity or Destiny*, 1902 ([essay](#))

Auguste and Louis Lumière(?), "Danse Serpentine," 1896 ([video](#) via Ubuweb)

Hector Guimard, Cité entrance, Paris Métropolitain, c.1900 ([video](#))

Paul Poiret, "Paris," 1919 ([video](#))

## Germany

Stuck, *The Sin*, 1993 ([video](#))

## Norway

Munch, *The Scream*, 1910 ([essay](#))

## Russia

Léon Bakst, Costume design for the ballet *The Firebird*, 1913 (MoMA [video](#))

## Catalonia (Spain)

Antoni Gaudí, Church of the Sagrada Família, begun 1882 ([video](#), [essay](#))

## United States

John Singer Sargent

*El Jaleo*, 1882 ([essay](#))

*The Daughters of Edward Darley Boit*, 1882 ([essay](#))

*Madame X*, 1883-84 ([essay](#))

*Carnation, Lily, Lily, Rose*, 1885-86 ([video](#))

Louis Comfort Tiffany

*Hair Ornament*, c. 1904 ([video](#))

*Vase*, 1913 (Museum of Modern Art [video](#))

Terms to know:

Aesthetic Movement

Art Nouveau

Catalonia

*demimonde*

*Fin de siècle*

Jugendstil

Modernisme

Symbolism

Synthetism

Vienna Secession

## **Week 8: Expressionism and Henri Matisse**

### **A beginner's guide to 20th century art**

Representation + abstraction: Millais's *Ophelia* and Newman's *Vir Heroicus Sublimis* ([video](#))

Art + context: Monet's *Cliff Walk at Pourville* and Malevich's *White on White* ([video](#))

An Introduction to Photography in the early 20th century ([essay](#))

### **Expressionism**

Ernst Ludwig Kirchner

*Street, Dresden*, 1908 ([video](#))

*Street, Berlin*, 1913 (MoMA [video](#))

*Self-Portrait as a Soldier*, 1915 ([essay](#))

Emil Nolde, *Young Couple*, 1913 ([video](#))

Wassily Kandinsky

*Composition VII*, 1913 ([video](#))

*Klänge (Sounds)*, 1913 (MoMA [video](#))

Brief film of the artist painting ([video](#))

Alexej von Jawlensky, *Young Girl in a Flowered Hat*, 1910 ([video](#))

Egon Schiele

*Seated Male Nude (Self-Portrait)*, 1910 ([video](#))

*Hermits*, 1912 ([video](#))

### **Fauvism and the art of Henri Matisse**

A beginner's guide to Fauvism ([essay](#))

Henri Matisse

*Luxe, calme et volupté*, 1904 ([video](#))

*Bonheur de Vivre The Joy of Life*, 1905-06 ([essay](#))

*Dance I*, 1909 ([essay](#))

*The Red Studio*, 1911 ([essay](#), [video](#))

*Goldfish*, 1912 ([essay](#))

*The Blue Window*, 1913 (MoMA [video](#))

*Piano Lesson*, 1916 ([video](#), [essay](#))

Conserving Henri Matisse's *The Swimming Pool*, 1952 (Museum of Modern Art [video](#))

### **Terms to know:**

Die Brücke

Der Blaue Reiter

Blue Four

synesthesia

Primitivism

### **Week 9: Picasso, Cubism, and Italian Futurism**

Pablo Picasso

Early Work ([essay](#))

Portrait of Gertrude Stein, 1905-06 ([essay](#))

Reconstruction of Stein's Paris studio (Metropolitan Museum of Art [video](#))

Inventing Cubism ([essay](#))

Pablo Picasso, *Les Femmes d'Alger (O.J. Version O)*, 1907 ([essay](#), [video](#))

Georges Braque, *Viaduct at L'Estaque*, 1908 ([video](#))

Pablo Picasso, *Reservoir, Horta de Ebro*, 1908 ([video](#))

Georges Braque, *The Portuguese*, 1911 ([essay](#))

Pablo Picasso

Still Life with Chair Caning, 1912 ([video](#), [essay](#))

Guitar, Glass, and Bottle, 1913 (MoMA [video](#))

Guitar, 1912-14 ([video](#))

Conservation | Picasso's Guitars (MoMA [video](#))

Guernica, 1937 ([essay](#))

Fernand Léger, *Contrast of Forms*, 1913 (MoMA [video](#))

Robert Delaunay, *Simultaneous Contrasts: Sun and Moon*, 1913 (MoMA [video](#))

Futurism

Italian Futurism, an introduction ([essay](#))

Carlo Carrà, *Funeral of the Anarchist Galli*, 1910-11 ([essay](#))

Umberto Boccioni

Unique Forms of Continuity in Space, 1913 (essay)

Dynamism of a Soccer Player, 1913 (Museum of Modern Art video)

Inventing Abstraction (Museum of Modern Art interactive)

Terms to know:

Futurism

manifesto

papier colle

Analytic Cubism

Synthetic Cubism

Spanish Civil War

Guernica

## **Week 10: The Great War and its aftermath**

### **Art and the First World War**

Ludwig Hohlwein, Schiess-Dusseldorf poster, 1913 (Museum of Modern Art [video](#))

British Art and Literature During WWI ([essay](#))

Raymond Duchamp-Villon, *Horse*, 1914 ([video](#))

### **Dada**

Marcel Duchamp

*3 Standard Stoppages*, 1913-14 (Museum of Modern Art [video](#))

*In Advance of the Broken Arm*, 1915/1964 ([video](#))

*Fountain*, 1917/1964 ([video](#))

*Boite-en-valise (the red box), series F*, 1960 ([video](#))

Hannah Höch, *Cut with the Kitchen Knife Dada Through the Last Weimar Beer-Belly Cultural Epoch of Germany*, 1919-20 ([video](#))

### **Bauhaus**

Lyonel Feininger, *Cathedral for Program of the State Bauhaus in Weimar*, 1919 ([video](#))

Paul Klee, *Twittering Machine (Die Zwitscher-Maschine)*, 1922 ([video](#))

László Moholy-Nagy

*Composition A.XX* ([video](#))

*Climbing the Mast*, 1928 ([video](#))

Umbo (Otto Umbehrr), *The Roving Reporter* (video), 1926 ([video](#))

Josef Albers, *Homage to the Square*, 1950 ([essay](#))

### **Neue Sachlichkeit (New Objectivity)**

Sander, *Portraits*, 1926-31 ([video](#))

Dix, *Portrait of the Journalist Sylvia von Harden*, 1926 ([video](#))

Christian Schad, *Self-Portrait*, 1927 ([video](#))

### **National Socialism**

Paul Troost, *The House of German Art and the Entartete Kunst exhibition* ([video](#))

Art in Nazi Germany ([essay](#))

### **USSR**

Stepanova, *The Results of the First Five-Year Plan*, 1932 ([essay](#))

### **Terms to know:**

readymade

Stalin

Lenin

USSR

*Neue Sachlichkeit*

National Socialism

Bauhaus

Walter Gropius

*Entartete Kunst*

Weimar Republic

### **Week 11: Abstraction and Surrealism**

#### **Experiments in abstraction**

Constantin Brancusi

*Mlle Pogany*, 1913 (Museum of Modern Art [video](#))

*Bird in Space*, 1928 ([video](#))

Modigliani, *Young Woman in a Shirt*, 1918 ([video](#))

Käthe Kollwitz, *Memorial Sheet of Karl Liebknecht*, 1919-20 ([essay](#))

Piet Mondrian

*Composition in Brown and Gray*, 1913 (MoMA [video](#))

*Composition No. II, with Red and Blue*, 1929 ([video](#))

Cartier-Bresson, *Behind the Gare St. Lazare*, 1932 ([video](#))

#### **Metaphysical painting**

Giorgio de Chirico, *The Anxious Journey*, 1913 (MoMA [video](#))

#### **Surrealism**

Introduction to Surrealism ([essay](#))

Man Ray, *The Gift*, 1921/c.1958 ([essay](#))

Rene Magritte

*The Treachery of Images (Ceci n'est pas une pipe)*, 1929 ([video](#))

Conservation | René Magritte, *The Portrait*, 1935 (MoMA [video](#))

Alberto Giacometti, *The Palace at 4am*, 1932 ([video](#))

Salvador Dalí

*The Persistence of Memory*, 1935 ([video](#))

Metamorphosis of Narcissus, 1937 ([video](#))

Meret Oppenheim, *Object (Fur-covered cup, saucer, and spoon)*, 1936 ([essay](#))

**Terms to know:**

unconscious

subconscious

Id, Ego, Super Ego

Automatism

Equisite Corpse

Sigmund Freud

psychoanalytic

metaphysical

photomontage

paranoid-critical activity

**Week 12: Final Exam**

**Term Paper:**

The Term paper requires students to write a report for “Compare and Contrast Works From One Movement”. This paper researches a particular movement of art, such as Color Field Painting, which was practiced by the Abstract Expressionist family of artists. Like Action Painting, the Color Field artists treat the surface of a canvas or paper as a "field" of vision, without a central focus, and emphasize the flatness of the surface. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

**7. Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

**8. Attendance, Absence, Lateness, Incomplete:**

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**9. Course Outcome:**

The student will:

- comprehend, apply, analyze and evaluate reading assignments
- identify artwork and architecture, and relate facts and ideas about these works of art in exam format
- research, plan, compose, edit and revise short papers

#### **10. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial. The college maintains open labs that provide Internet access to all students.

#### **11. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

#### **12. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

#### **13. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.

- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number:	COM 303
Course Title:	Intercultural Communications
Credit Hours:	3
Prerequisite:	No prerequisite
Term:	FA 2018
Class Time:	Saturday 9:00-12:30
Class Room:	2
Instructor:	██████████
Office Hours:	M W 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

## **2. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **3. Course Description:**

This course provides an introduction to intercultural communication theories and methods. It covers barriers to successful communication that involve cultural differences and focuses on the application of theory and research to intercultural communication. The influence of cultural elements on individuals, groups, and organizations will also be discussed.

## **4. Text:**

*Communication Between Cultures*, 9th ed. by Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy, ISBN-13: 9781285444628.

## **5. Course Schedule:**

### Week 1

#### Introduction

#### Topic: Defining Culture and Identities

#### Week One Individual Assignment

#### Week One Class Discussion

## **INTRODUCTION OF YOURSELF TO CLASS POST**

Reading: Chapter One

**Week 2**

**Topic: Understanding Face-Face and Mediated Communication**

**Week Two Individual Assignment**

**Week Two Class Discussion**

Reading: Chapter Two

**Week 3**

**Topic: Culture's Influence on Perceptions**

**Week Three Individual Assignment**

**Week Three Class Discussion**

Reading: Chapter Three

**Week 4**

**Topic: Barriers to Intercultural Communication**

**Week Four Individual Assignment**

**Week Four Class Discussion**

Reading: Chapter Four

**Week 5**

**Topic: Nonverbal Communication**

**Week Five Individual Assignment**

**Week Five Class Discussion**

Reading: Chapter Five

**Week 6**

**Midterm Exam**

**Week 7**

**Topic: Dimensions of Culture**

**Week Seven Individual Assignment**

**Week Seven Class Discussion**

Reading: Chapter Seven

Week 8

**Topic: Dominant U.S. Cultural Patterns: Using Value Orientation Theory**

**Week Eight Individual Assignment**

**Week Eight Teamwork**

Reading: Chapter Eight

**Week 9**

**Topic: Culture and Gender**

**Week Nine Individual Assignment**

**Week Nine Teamwork**

Reading: Chapter Ten

**Week 10**

Topic: Immigration and Acculturation

**Week Ten Individual Assignment**

**Week Ten Class Discussion**

Reading: Chapter Twelve

Week 11

Topic: Cultures within Cultures

**Week Eleven Individual Assignment**

**Week Eleven Class Discussion**

Reading: Chapter Thirteen

**WEEK 12**

Final Exam

## **6. Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%
Final .....	30%
Term Paper .....	20%

Revised 2019.10

## **No makeup exams!!!**

The course grades are assigned as:

91 – 100%	– A
81 – 90%	– B
71 – 80%	– C
61 – 70%	– D
Below 61%	– F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### **7. Classroom Policies:**

You can get policies regarding to the University academic policies from the Student’s Handbook on the University web-site or in the University catalog.

### **8. Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

### **9. Course Outcome:**

Students who successfully complete this course will:

1. describe the historical and contemporary relationships between communication culture;
2. view cultural differences objectively and understand that differences are not hierarchical;
3. gain an understanding of the interdisciplinary fields of research that investigate and theorize intercultural interaction;
4. identify and appreciate the beliefs, values, and norms of their own culture, and recognize and articulate differences and commonalities in dominant cultural patterns;
5. develop analytic skills in analyzing intercultural interaction episodes.

### **10. Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of “class participation” will be discussed on the first day of class.

**11. Exams:**

Your exams will send to you separately. There will be instructions to you if protector is needed.

**12. Term Paper:**

The final research paper requires students to write a report for “Intercultural Communication And Cultural Communication”. This paper analyzes the key recommendations by the media on intergroup communication. This is official and non-official communication between people raised in different cultures. The study reviews articles from reputable media houses concerning intercultural issues. The article search will be specified on intercultural communication between members of different cultures or different countries. The main points, themes, and conclusions from the articles will then be analyzed. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

**13. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

**14. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

**15. The Learning Environment:**

RNU is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.

- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

---

**Reagan National University Library Services:**

---

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@mu.edu](mailto:library@mu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number: COM 305

Course Title: Writing for the Internet

Credit Hours: 3

Prerequisite: ENG 101, ENG 102

Term: WI 2019

Class Time: Friday 13:30-17:30

Class Room: 1

Instructor: [REDACTED]

Office Hours: M, W 10:00 – 1:45 PM

Telephone:

E-Mail: [REDACTED]

## **2. Course Description:**

This course is designed for the learning of the principles, research, and practices of creating and publishing work on the cyberspace. It also will cover the principles of and research on effective Web rhetoric as well as explore Internet publications that most resemble traditional print publications.

## **3. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **4. Text:**

*Writing Revolution: Cuneiform to the Internet* by Amalia E. Gnandesikan. ISBN13: 978-1405154079. Publisher: John Wiley & Sons, Inc.

## **5. Course Schedule:**

**Week 1:** Course overview; Assign readings and first homework assignments; in-class writing and discussions focus on rhetorical situation and students' previous writing experiences; introduction to computers, the class Web page, the class Web forum, and to electronic mail

**Week 2:** Assign first Web forum essay; assign additional readings and homework; in-class writing and discussions focus on analyzing rhetorical situations, analyzing texts, and considering the needs of readers working in electronic environments (e.g., those reading electronic mail, discussion forums and groups, and the Web)

**Week 3:** Workshop and revise first Web forum essay; assign additional readings and homework; in-class writing and discussions focus on revision techniques, analytical techniques, and workshop techniques; collect Web forum essay at the end of the week

**Week 4:** Assign discussion group analysis project (students identify an Internet discussion group -- e.g., a Usenet group -- and analyze it for discourse and rhetorical conventions); discuss techniques for Internet research; assign additional readings and homework; in-class writing and discussions focus on techniques for analyzing online texts and rhetorical contexts

**Week 5:** Workshop and revise discussion group analysis essay; assign additional readings and homework; in-class writing and discussions focus on revision techniques, additional analytical techniques, and workshop techniques

Collect discussion group analysis essay; Assign Web-site analysis essay (students identify three large Web sites, analyze them for discourse and rhetorical conventions, and write an essay presenting their findings and comparing the sites); assign additional readings and homework; in-class writing and discussions focus on additional techniques for analyzing online texts and rhetorical contexts, on additional research techniques for the Internet, and on evaluation criteria for electronic publications

**Week 6:** Midterm Exam

**Week 7:** Workshop and revise Web-site analysis essay; assign additional readings and homework; in-class writing and discussions focus on revision techniques, workshop techniques, advanced research techniques for the Internet, and evaluation criteria for electronic publications

**Week 8:** Collect Web-site analysis essay; Assign personal Web-page creation essay; homework and in-class writing focus on audience constraints related to designing Web sites; introduce students to Web-site creation software available in the computer classrooms and open labs in the Eddy building

**Week 9:** Workshop and revise personal Web-sites; homework and in-class writing focus on issues related to designing Web sites in ways that reflect a writer's goals; discuss advanced research techniques; provide opportunities for topic groups to meet and plan during class. Collect personal Web-sites assignment; assign group Web-site writing project; homework and in-class writing focus on generating ideas for the group Web site; discuss writing processes and design constraints for Web sites

**Week 10:** Workshop mode for the remainder of the semester; classes begin with a daily writing assignment (tied into their Web-site creation project), then move to brief full class discussions, then move into drafting and workshopping activities adapted to

the needs of individual students; teacher conferences and reviews site drafts with students

**Week 11:** Workshop mode for the remainder of the semester; classes begin with a daily writing assignment (tied into their Web-site creation project), then move to brief full class discussions, then move into drafting and workshopping activities adapted to the needs of individual students; teacher conferences and reviews site drafts with students

**Week 12:** Final Exam

**Term Paper:** The final research paper requires students to write a report for “How will the loss of net neutrality affect internet users?” This paper analyzes the society has been dramatically changed with the evolution of internet. Before the advent of modern day internet, life was burdensome and everyday chores consumed too much of our time. Immense opportunities are being provided by internet which play an important role in human life. The access to education, medicine, industry, transportation etc. has been simplified due to modern day technology. Due to the convenience and efficiency provided by technology, our lives have improved significantly. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## 6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%
Final .....	30%
Term Paper .....	20%

### No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A-
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn

a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

**7. Classroom Policies:**

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

**8. Attendance, Absence, Lateness, Incomplete:**

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**9. Course Outcome:**

Students who successfully complete this course will:

1. find out which publications have the most traffic or are the most popular sites on the web;
2. have all the tools you need to begin publishing on the Internet;
3. learn how to write content that will capture the attention of the average online reader;
4. develop Internet writing career.

**10. Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

**11. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

**12. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

### **13. The Learning Environment:**

RNU is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

#### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number: COM 500

Course Title: Managerial Communication

Credit Hours: 3

Prerequisite: Permission from Instructor

Term: SP 2019

Class Time: Saturday 9:00-12:30

Class Room: 2

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

---

---

---

## **Teaching Procedures:**

---

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### **Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **2. Course Description:**

This course examines the roles of communication networks and strategies in managerial decision making. It studies the challenges exist for creating and implementing effective communication both inside and outside organizations. It also focuses on the role of the communication skills in managing change, organizational conflict, and corporate cultures.

## **3. Course Objectives:**

Upon completion of this course, students will be able to:

- Understand and apply concepts of communication theory as they affect business organizations and the individuals in them.
- Communicate better, knowing that good communicators make better managers and that communication is a dynamic process basic to individuals and organizational life.
- Improve all communication abilities, including thinking, writing, speaking, listening, and the use of technology.
- Learn techniques and skills of correct business research report writing; learn report writing style using an approved style; and, apply the basics of oral communication in a presentation of a project, including, proper speech, organization, use of graphical aids, and effective non-verbal communications.

- Write effective business letters, memorandums, and case studies.

**4. Instructional Methods:**

Management Communication is highly experiential. Not only will you have the chance to discuss and read about communication ideas and analyze cases, but you will also have opportunities to practice and improve your skills. For example, class sessions may involve written exercises, presentations, or peer feedback interactions. Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

**5. Text(s):**

*Business and Professional Communication in the Global Workplace* 3rd Edition, ISBN13: 978-0495567387 by Jr. H. L. Goodall, Sandra Goodall and Jill Schiefelbein.

**6. Course Requirements and Grading:**

Individual Assignments

Some assignments are designated as individual--such as all writing assignments, some visual aids assignments, and the written examination. By individual effort, we mean no one else is to discuss, read, listen to, comment on, proofread, or even type these documents or visuals.

Group Assignments

Other assignments are designated as group efforts--such as case discussion questions and the group cross-cultural presentation. Please take responsibility for group work representing equal efforts by all team members. If you have a "free rider" problem in the group that you can't solve yourselves, you need to tell us about it.

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Examinations

There are two in-class exams and they are scheduled as:

- Midterm:           6<sup>th</sup> class
- Final:               last class

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- Individual assignments ..... 30%
- Term paper ..... 20%

Oral Presentation .....	15%
Final Exam .....	35%

**No makeup exams!!!**

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

**7. Academic Integrity:**

To maintain integrity of scholarship, academic honesty is expected of all students. For more information, students should consult the **Student Handbook** and the **University Catalog**.

**8. Administrative Issues:**

The distribution of certain information about students is governed by the Federal Educational Records Protection Act (FERPA). According to FERPA, student grades may not be posted or given over the phone or the Internet.

The University’s policy concerning “Change of Final Grade” is that the instructor may not change an individual’s final grade without consulting with the Director of the MPA Program. Moreover, such change can be justified only on ground that the instructor makes an error in computing the final grade or the student has a legitimate reason (e.g., medical reason) for missing a scheduled exam or not being able to complete assigned course works on time.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**Warning: Any cheating and plagiarism will result in a failing grade for the course.**

**9. Attendance, Absence, Lateness:**

In accordance with the policies of the Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

**10. Course Outline:**

Topics covered must reflect course description/objectives. Topics to be covered in each session, exams and research paper/project due dates must be clearly indicated.

**Session and Topics Covered:**

## Class 1

Communication Strategy  
Case: Fletcher Electronics

### Readings:

1. Munter, *Guide to Managerial Communication (GMC)*, chapter 1
2. Cialdini, "Harnessing the Science of Persuasion," *Harvard Business Review*, October 2001
3. Williams and Miller, "Change the Way You Persuade," *Harvard Business Review*, May 2002

Group Assignment: Be prepared to discuss the following six questions in class, based on the five sections in *GMC*, chapter 1. We encourage you to discuss these questions in advance with your study teams; groups should air all views, not seek to gain consensus.

1. *Communicator strategy:* What was Van Dyke's objective? What management style did he use? What management style do you think he should have used? How would you analyze his credibility in this situation? How would you have enhanced your credibility if you had been Van Dyke?
2. *Audience strategy:* Who was Van Dyke's audience? Who would you have included as an audience? How did he try to appeal to them in his letter? What specific technique(s) would you have used?
3. *Message strategy:* How did Van Dyke structure his letter? How would you have structured it? How would you describe the tone? What tone would you have adopted?
4. *Channel choice strategy:* What channel(s) of communication would you have used?
5. *Culture strategy:* What is your analysis of the Fletcher Company "culture"?
6. *Readings:* How do Cialdini's six aspects of persuasion relate to the five factors for credibility (*GMC*, page 8-9)?

Group Assignment: Start thinking about your preferred country for the cross-cultural presentation assignment (course packet). As soon as possible, but before 5 pm on November 9, have one person from your group email Ed Leavitt, stating (1) your country, (2) your group number, (3) a student liaison (a person through whom we will communicate with your group), and (4) your group's timetable for this project,

maximizing time spent on presentation skills. (You will be graded on both the timetable itself and how well you follow this timetable).

## **Class 2**

### Writing Process and Macrowriting

1. GMC, chapters 2 and 3
2. Ewing, "To Write or Not To Write?"
3. Fielden and Dulek, "How to Use Bottom-Line Writing in Corporate Communications"
4. "Guidelines for Writing Email"
5. "How to Improve Your Feedback Skills"

Individual Assignment: Write a one-page memo to your professor, answering the following three questions. The memo should be single-spaced (double-spaced between paragraphs). If you are unfamiliar with memo format, see *GMC*, page 163. Design your own memo template (using the design criteria in *GMC*, ch. 3); do not use a standard memo template from Word.

1. Explain how Fielden and Dulek's concept of "bottom line-writing" relates to the Audience Memory Curve(*GMC, pages 18-21*)
2. Explain how Fielden and Dulek's concept of "efficiency" relates to *GMC's* concept of "efficiency" (chapter 2).
3. Compare and contrast giving feedback in (1) study group, (2) ManComm writing or speaking class, and (3) your hoped-for future job.

## **Class 3**

### Style, Tone, and Microwriting

#### Case: United Digital Technologies (UDT)

#### GMC, chapter 4 and skim Appendices

1. Fielden, "What Do You Mean You Don't Like My Style?"
2. GMC, pp. 10-22, chapter 3, and pp. 76-83

Individual Assignments: Complete the Microwriting homework.

Group Assignment: As a group: (1) Discuss the UDT case before you write about it. See the case and assignment details in the course packet.(2)Email country preference

information and timetable(explained on Class 2 assignment, previous page).

#### **Class 4**

##### Cross-Cultural Communication

Reading: Munter, "Cross-Cultural Communication for Managers"

Individual Assignment: As an individual, edit and rewrite the memo.

#### **Class 5**

##### Presentation Structure and Visuals

1. GMC, pages 88-94 (tell/sell presentation structure)
2. GMC, chapter 6 (visual aids)
3. Additions to chapter 6(course packet)
4. Munter and Roxe, "How to Use PowerPoint XP(course packet)"

Individual Assignment:

Prepare a 3-minute recruiting presentation (without visuals) for a company, organization, or college you know well. Bring your outline preferably on a 4x6 inch unlined. We will collect and grade these cards, based on the guidelines on pp. 87-92. Remember to (1) use one card about 5 minutes of speaking, (2) include a grabber and preview, and (3) number your main points only, so they parallel the preview.

#### **Class 6**

##### Visual Aids and Nonverbal Delivery

Readings: GMC, chapter 7 (nonverbal delivery and relaxation)

Individual Assignment: Visual aids assignment, part 2 (to be explained in next class)

#### **Class 7**

##### Impromptu Speaking Exercise

You will be speaking impromptu (that is, without preparation) in front of the entire class and on videotape. You do not need to prepare a presentation. To give everyone a chance to speak, we will have to run class a bit longer than usual.

After-Class Assignment: Complete the "Self Analysis of Impromptu". Before you view your tape, please read the assignment sheet carefully. To get your tape, ask the Feldberg circulation librarian for the class lists to find out which tape you are on. You may check out your tape for 30 minutes and watch it in the Library or elsewhere.

Turn in your Self Analysis at the cross-cultural presentation at the last class. Your impromptu speaking skills will not be graded, only your self analysis will.

### **Class 8**

Corporate Communication: Media

Case: Adolph Coors Company

Readings:

1. Review *Corp Comm*, chapters 1 and 3, except the cases
2. Read *Corp Comm*, chapter 6, including the Coors case

Study questions: See *Corp Comm*, page 124

### **Class 9**

Oral Examination

- Prepare a team cross-cultural project on the country of your choice, referring to the cross-cultural presentation assignment in the course packet.
- You will be given a schedule for the day. At your assigned time, your team will deliver its presentation and provide feedback to three other teams.
- Read the instructions on the "Peer Feedback Packet" before this session. When your group is not speaking, you will provide written peer feedback to the presenting group.

After-Class Assignment: As a group, discuss the issues on the Group Analysis of the Cross-Cultural Presentation (course packet) as soon as possible, but before the last class.

### **Class 10**

Corporate Communication: Crisis

Case: Dow Corning

Readings:

1. *Corp Comm*, chapter 10, including Dow Corning case

2. Argenti, "Crisis Communication: Lessons from 9/11," Harvard Business Review, December 2002.

Study questions: See Corp Comm, page 225.

### **Class 11**

Group Presentation

### **Class 12**

Writing Examination

Group Analysis of the Cross-Cultural Presentation due

*The above schedule and procedures are subject to change in the event of extenuating circumstances, in which case students will be notified accordingly.*

**Term Paper:** The Term Paper requires students to write a report for "Managerial Communication For Professional Development". This paper offers a unique functions approach to managerial skills. It explores what the communication managers actually do in business across the planning, organizing, leading, and controlling. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **11. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **12. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **13. The Learning Environment:**

RNU is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.

- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. **Administrative Information:**

Course Number:	CSC 121
Course Title:	Computer Science I
Credit Hours:	3
Prerequisite:	No prerequisite
Term:	SP 2019
Class Time:	Thursday 9:00-12:30
Class Room:	2
Instructor:	██████████
Office Hours:	TTH 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

Revised 2019.10

## **Instructional Material:**

*Introductory Technology in Action*, edition 15th, Alan Evans, Kendall Martin, Mary Anne Poatsy, ISBN: 978-0134834740, Prentice Hall Publishers

## **Course Description:**

Elementary introduction to statistics. Topics include descriptive statistics, probability, estimation and hypothesis testing for means and proportions, correlation, and regression. Students use statistical software for assignments. (3 credit hours)

## **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **Course Learning Outcome:**

Upon successfully completing this course the student will be able to

- Learn to understand the main features of traditional and modern statistics.
- Learn how to analyze statistical data properly.
- Understand the role of formal statistical theory and informal data analytic methods.
- Gain an understanding of statistical methods relevant to upper division interdisciplinary courses.
- Demonstrate the appropriate level of competence in written expression as demanded by the discipline and as expected of an undergraduate student.

### Course Schedule and Outline:

Class	Lecture Topic	Assignment Given	Assignment Due	Textbook Reading
1	Why Computers Matter to You: Becoming Computer Literate			Chapter 1
2	Looking at Computers: Understanding the Parts			Chapter 2
3	Using the Internet: Making the Most of the Web's Resources  Application Software: Programs That Let You Work and Play	<b>Home Assignment 1 Delivery</b>		Chapter 3  Chapter 4
4	Using System Software: The Operating System, Utility Programs, and File Management  Understanding and Assessing Hardware: Evaluating Your System		<b>Home Assignment 1 Due</b>	Chapter 5  Chapter 6
5	Behind the Scenes: A Closer Look at System Hardware  Behind the Scenes: Building Applications			Chapter 9  Chapter 10
6	<b>Mid-Term Examination</b>		Review chapters 1-6, major topics, and key terms	Ch1 –Ch6 Ch9 and Ch10
7	Networking and Security:			Chapter 7

	Connecting Computers and Keeping Them Safe from Hackers and Viruses  Mobile Computing: Keeping Your Data on Hand			Chapter 8
8	Behind the Scenes: Networking and Security  Behind the Scenes: The Internet: How It Works	<b>Home Assignment 2 Delivery</b>		Chapter 12  Chapter 13
9	Behind the Scenes: Databases and Information Systems  Behind the Scenes: Networking and Security in the Business World		<b>Home Assignment 2 Due</b>	Chapter 11  Chapter 12
10	<b><i>Final Project Presentation</i></b>	Students do presentations	Final project Due	
11	<b><i>Final Project Presentation</i></b>	Students do presentations	Final project Due	
12	<b><i>FINAL EXAM</i></b>		Review chapters 7-12, major topics, and key terms	Ch7 - Ch12

## Course Requirement and Evaluation:

- Evaluation will occur via quizzes, exams, homework assignments.

**THERE IS A 25% REDUCTION IN SCORE FOR EACH LATE ITEM**

<i>Assignment</i>	<i>Value</i>
Home works	20%
Mid-Tem Examination	20%
Final Examination	35%
Final Project Paper	15%
Class Participation	10%
<hr/>	
Total	100%

The numerical score is then converted to a letter grade using the following scale:

- Above and including 90 - A
- Above and including 80 - B
- Above and including 70 - C
- Above and including 60 - D
- Below and not including 60 – F

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

## **Final Project Paper:**

The final project paper requires students to write a report for “Why are there so many programming languages?” This paper covers the following: When it comes to programming languages, there is a plethora to choose from. Moreover, there are tons of them out there for different applications. The primary function of a computer program is to solve a problem with a set of given instructions (or code). However, if all of them can solve problems, why is there a need for so many? Can’t one program do it all? The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **Supporting Material:**

Perrin, Robert. (2010). *Pocket Guide to APA Style* Second Edition. New York: Houghton Mifflin Company. This book assists students with the research paper requirements. It is recommended but not required.

## **Classroom Policies: Attendance, Absence, Lateness, Incomplete policy**

- In accordance with the policies of the University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] Class course, he/she will be referred to designated UNIVERSITY officials or may be subject for an automatic withdrawal from automatic from the course.
- For an on ground courses students are expected to attend every class meeting unless if they have documented (egg Medical, family emergency leave....) reason for missing the class session. Students who have 3 unexcused, (undocumented absentees) will be referred to designated school officials.
- A course grade of “incomplete” will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

## **Reagan National University Library Services:**

RNU’s online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to

the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. **Administrative Information:**

Course Number:	CSC 122
Course Title:	Computer Science II
Credit Hours:	3
Prerequisite:	CSC 121
Term:	WI 2019
Class Time:	Saturday 9:00-12:45
Class Room:	1
Instructor:	██████████
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

## **Course Description:**

This course continues introduction to basic computer science concepts begun in Computer Science 1. Essentially, this course covers the use of object-oriented programming to design and implement software solutions. Concepts taught include pointers, classes, operator overloading, inheritance, and polymorphism and a high-level language will be used as a vehicle for the further development of these concepts.

## **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **Textbook:**

*Invitation to Computer Science*, 8th ed. by G. Michael Schneider & Judith L. Gersting. ISBN: 978-1337561914.

## Course Objectives:

The successful student in this class will have acquired the knowledge and skills to:

1. implement moderately sized programs that solve practical problems,
2. comfortably read and write programs within the OO paradigm,
3. use and implement abstract data types in the context of OOP
4. independently learn about data structures and present knowledge gained to others,
5. create and maintain web pages that highlight CS knowledge and experience.

## Course Outline:

Class	Topics Presented	Reading Assignment	Homework/Lab Assignments
1	General Problem Solving Concepts Beginning Problem Solving Concepts for the Computer	Chapter 1  Chapter 2	
2	Programming Concepts An Introduction to Programming Structure	Chapter 3 Chapter 4	
3	Problem Solving with the Sequential Logic Structure	Chapter 5	<b>Home Assignment 1 Delivery</b>
4	Problem Solving with Decisions	Chapter 6	<b>Home Assignment 1 Due</b>
5	Problem Solving with Loops Problem Solving with the Case Logic Structure	Chapter 7  Chapter 8	
6	<b>Mid-Term Examination</b>		Ch 1- 8
7	Processing Arrays Data Structure	Chapter 9 Chapter 10	

<b>Class</b>	<b>Topics Presented</b>	<b>Reading Assignment</b>	<b>Homework/Lab Assignments</b>
8	File Concepts Linked Lists Tree	Chapter 11 Chapter 12 Chapter 13	<b>Home Assignment 2 Delivery</b>
9	Database Management Systems  Concepts of Object Oriented Programming Object Oriented Program Design	Chapter 15  Chapter 16  Chapter 17	<b>Home Assignment 2 Due</b>
10	No Class		
11	<b><i>Final Project Presentation</i></b>		<b>Final project Due</b>
12	<b><i>FINAL EXAMINATION</i></b>	Review chapters 9 - 17, major topics, and key terms	

### **Classroom Policies: Attendance, Absence, Lateness, Incomplete policy**

- In accordance with the policies of the University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] Class course, he/she will be referred to designated UNIVERSITY officials or may be subject for an automatic withdrawal from automatic from the course.
- For an on ground courses students are expected to attend every class meeting unless if they have documented (egg Medical, family emergency leave....) reason for missing the class session. Students who have 3 unexcused, (undocumented absentees) will be referred to designated school officials.
- A course grade of “incomplete” will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

## Course Requirement and Evaluation:

- Evaluation will occur via quizzes, exams, homework assignments.

THERE IS A 25% REDUCTION IN SCORE FOR EACH LATE ITEM

<i>Assignment</i>	<i>Value</i>
Home works	20%
Mid-Tem Examination	20%
Final Examination	35%
Final Research Paper	15%
Class Participation	10%
Total	100%

The numerical score is then converted to a letter grade using the following scale:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

**Final Research Paper.** The final research paper requires students to write a report for “Hardware that Computes the Program”. This paper covers the following: the Central Processing Unit (CPU). The modern-day CPU that we have today contains many microelectronic components. The CPU can be further divided into smaller computing units known as Logical Transistor Gates, commonly known as logic gates. The primary function of these logic gates is to implement three primary operators: AND, OR and NOT gates. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab

assignments.

### **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

### **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

### **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number: CSC 210

Course Title: Database Management

Credit Hours: 3

Prerequisite: CSC 122

Term: SU 2018

Class Time: Wednesday 9:00-12:30

Class Room: 2

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

## 2. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## 3. Text:

*Modern Database Management*, edition 13th, Jeffrey A. Hoffer, Mary B. Prescott, Heikki Topi, ISBN: 978-0-13-477365-0, Prentice Hall Publishers.

## 4. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Term paper .....	20%
Midterm .....	30%
Final .....	30%

### No makeup exams!!!

The course grades are assigned as:

91 – 100%	– A
81 – 90%	– B
71 – 80%	– C
61 – 70%	– D
Below 61%	– F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

### Class Schedule

1	introduction; database design and ER models
2	the relational model, relational algebra and SQL
3	storage and indexing
4	the logical-to-physical mapping; a key-value store <i>Problem Set 1 due</i>
5	transactions
6	<b>midterm exam</b>
7	concurrency control <i>Problem Set 2 due</i>
8	recovery and logging
9	semistructured data and XML <i>Problem Set 3 due</i>
10	XML (cont.); object-oriented/object-relational models distributed databases and replication
11	NoSQL performance tuning; wrap-up and conclusions <i>Problem Set 4 due</i>

12	final exam
----	------------

**5. Classroom Policies:**

You can get policies regarding to the University academic policies from the Student's Handbook on the University web-site or in the University catalog.

**6. Attendance, Absence, Lateness, Incomplete:**

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**7. Course Outcome:**

Upon completion of the course, students will:

- Install, configure, and interact with a relational database management system;
- Describe, define and apply the major components of the relational database model to database design;
- Learn and apply the Structured Query Language (SQL) for database definition and manipulation;
- Utilize a database modeling technique for a single entity class, a one-to-one (1:1) relationship between entity classes, a one-to-many (1:M) relationship between entity classes, a many-to-many (M:M) relationship between entity classes, and recursive relationships;
- Define, develop and process single entity, 1:1, 1:M, and M:M database tables;
- Learn and implement the principles and concepts of information integrity, security and confidentiality;
- Apply ethical computing concepts and practices to database design and implementation.

**8. Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

**9. Term Paper:**

The Term Paper requires students to write a report for "Principles to effectively manage data." This paper focuses mostly on how these principles have been developed and implemented for relational databases. But it will also briefly explore how they can be augmented and applied

well beyond relational contexts, to managing text data, emails, scientific databases, and data on the Web. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

#### **10. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

#### **11. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

#### **12. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

#### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rmu.edu](mailto:library@rmu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large

number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number:	CSC 211
Course Title:	Introduction to Digital Logic Design
Credit Hours:	3
Prerequisite:	CSC 122
Term:	FA 2018
Class Time:	F 9:00-12:45
Class Room:	2
Instructor:	██████████
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

Revised 2019.5

## Course Description:

This course introduces the basics of electronics and digital systems and is designed to expose students to engineering design and troubleshooting techniques that are used in the electronics field. It covers the basic methods for the design of digital circuits and provides the fundamental concepts used in the design of digital systems. Emphasis is placed on computer components such as adders, comparators, multiplexors, memory, counters, and bus-related circuits.

## Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## Textbook:

*Introduction to Logic Circuits & Logic Design with Verilog (2nd ed.)*, Brock J. Lameris, July 26, 2017, ISBN: 9783030136055, Springer International Publishing.

## **Course Learning Outcome:**

Upon successfully completing this course the student will be able:

- to apply the principles of Boolean algebra to manipulate and minimize logic expressions.
- to use K-maps to minimize and optimize two-level logic functions up to 5 variables.
- to understand the operation of latches, flip-flops, counters, registers, and register transfers.
- to analyze the operation of sequential circuits built with various flip-flops.
- to analyze the concepts of datapaths, control units, and micro-operations and building blocks of digital systems.

## Course Requirement and Evaluation:

Evaluation will occur via quizzes, exams, homework assignments.

THERE IS A 25% REDUCTION IN SCORE FOR EACH LATE ITEM

<i>Assignment</i>	<i>Value</i>
Home works	20%
Mid-Tem Examination	20%
Final Examination	30%
Term Paper	20%
Class Participation	10%
<hr/>	
Total	100%

The numerical score is then converted to a letter grade using the following scale:

90 – 100% = A-

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

### *Lecture Schedule—subject to change*

<i>Lecture</i>	<i>Content</i>	<i>Reading</i>
<i>1</i>	<i>Introduction</i>	<i>Chapter 1</i>
	<i>Number systems ; Complement Number Representation</i>	<i>Ch. 2 Sections 2.1–2.5</i>

2	<i>Addition, Subtraction, Multiplication, and Division</i>	<i>Ch. 2 Sections 2.6, 2.8, 2.9</i>
	<i>Boolean Algebra, Theorems, Standard Representation of Logic Functions</i>	<i>Ch. 4 Section 4.1</i>
3	<i>Combinational Circuit Analysis</i>	<i>Ch. 4 Section 4.2</i>
	<i>Combinational Circuit Synthesis I</i>	<i>Ch. 4 Section 4.3</i>
4	<i>Combinational Circuit Synthesis II</i>	
	<i>Timing Hazards</i>	<i>Ch. 4 Section 4.4</i>
5	<i>Logic Documentation ; Three-State Devices</i>	<i>Ch. 6 Sections 6.1–6.3, 6.6</i>
	<i>Decoders</i>	<i>Ch. 6 Section 6.4</i>
	<i>Encoders</i>	<i>Ch. 6 Section 6.5</i>
6	<i>Mistern exam</i>	
7	<i>Multiplexers, Exclusive OR Gates, and Parity Circuits</i>	<i>Ch. 6 Sections 6.7, 6.8</i>
	<i>Comparators</i>	<i>Ch. 6 Section 6.9</i>
8	<i>Adders, Subtracters, and ALUs</i>	<i>Ch. 6 Section 6.10</i>
	<i>Sequential Circuits: Latches</i>	<i>Ch. 7 Sections 7.1–7.2.3, Ch. 8 Section 8.2.3</i>
	<i>D Latch ; Flip-Flops</i>	<i>Ch. 7 Sections 7.2.4–7.2.7 Sections 7.2.10, 7.2.11</i>
9	<i>Clocked Synchronous State-Machine Analysis</i>	<i>Ch. 7 Section 7.3</i>
	<i>State Machine Design and Synthesis</i>	<i>Ch. 7 Section 7.4</i>
	<i>Designing State Machines Using State Diagrams</i>	<i>Ch. 7 Sections 7.5–7.7</i>

10	<i>Sequential Logic Design Practices ; Counters</i>	<i>Ch. 8 Sections 8.1, 8.2, 8.4</i>
	<i>Shift Registers</i>	<i>Ch. 8 Section 8.5</i>
11	<i>Introduction to Verilog</i>	<i>Ch. 5 Sections 5.4.1–5.4.6</i>
	<i>Verilog Structural and Behavioral Design</i>	<i>Ch. 5 Sections 5.4.7–5.4.10</i>
	<i>Verilog Time Dimension and Test Benches</i>	<i>Ch. 5 Sections 5.4.11–5.4.15</i>
12	<i>Final Exam</i>	

### **Term Paper:**

The term paper requires students to write a discussion paper for “Design of digital system is a very important part of computer science and electronics, and it increased importance in recent years. Nowadays, digital systems are not only a hardware but also microprocessors, dedicated hardware and soft-ware for them. ” The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

### **Supporting Material:**

Perrin, Robert. (2010). *Pocket Guide to APA Style* Second Edition. New York: Houghton Mifflin Company. This book assists students with the research paper requirements. It is recommended but not required.

### **Classroom Policies: Attendance, Absence, Lateness, Incomplete policy**

- In accordance with the policies of the University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] Class course, he/she will be referred to designated UNIVERSITY officials or may be subject for an automatic withdrawal from automatic from the course.
- For an on ground courses students are expected to attend every class meeting unless if they have documented (egg Medical, family emergency leave....) reason for missing the class session. Students who have 3 unexcused, (undocumented absentees) will be referred to designated school officials.
- A course grade of “incomplete” will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

## **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@mu.edu](mailto:library@mu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal

articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. **Administrative Information:**

Course Number:	CSC 224
Course Title:	Principles of Programming Languages
Credit Hours:	3
Prerequisite:	CSC 122
Term:	FA 2018
Class Time:	W 2:00 – 5:45
Class Room:	1
Instructor:	██████████
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

## Course Description:

This course covers the fundamental concepts underlying design of programming languages. It focuses on the formal specification of programming languages such as: syntax, analysis, and semantics; evolution of programming languages and concepts; names and scope; data representation; evaluation sequence at expression, statement, and subprogram levels.

---

## Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

---

## Text:

*Programming Languages: Principles and Practices: Edition 3*, by Kenneth C. Louden Lambert, ISBN: 978-1111529413, Cengage Learning

---

## Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Assignments .....	20%
Midterm Exam .....	30%
Final Exam .....	30%
Term Paper .....	20%

The course grades are assigned as:

91 – 100%	-- A
81 – 90%	-- B
71 – 80%	-- C
61 – 70%	-- D
Below 61%	-- F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

### Term Paper:

Term paper requires students to write a report for “Programming Language And Procedural Programming.” Exploring major paradigms in programming language is Object Oriented programming. In modern software engineering object oriented programming is considered as the major concept, as it allows the programmer to facilitate clean and efficient code. Apart from this, the design patterns of object oriented programming suits well with most of the computing issues. Object oriented programming produces well organized code and also focuses on determinant of productivity. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

### Course Schedule:

Wk	Topic
1	Introduction and Overview; Design, Specification and Implementation; Reliability & Efficiency; Language Implementation Overview; System Configuration; Introduction to OCaml
2	Getting up to speed in OCaml. Sum types and branching; records, lists, functions, repetition.
3	Syntax, context-free grammars; parsing: bottom-up parsing; top-down recursive descent parsing, Early's algorithm, parser generators, derived forms.

Wk	Topic
4	Natural semantics, Implementing a simple REPL Variables, binding & scope, block structure, substitution & environments; static semantics & type safety.
5	First-order recursive functions; structured types; static & dynamic semantics, natural deduction Models of Polymorphism; parametric polymorphism, type inference, subtyping.
6	Midterm Exam
7	More on polymorphism, function values.
8	Imperative Languages, compiling
9	module systems
10	Survey of recent PLs: Rust, Go, Agda
11	Review and Wrap up
12	Final Exam

### **Classroom Policies:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student's Handbook on the University web-site or in the University catalog.

### **Attendance, Absence, Lateness, Incomplete:**

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

### **Course Outcome:**

At the end of this course, students should be able to:

1. implement the fundamental differences between major programming language paradigms;
2. understand fundamental concepts that underlies in most programming languages;
3. discuss a syntax analyzer for any programming language;

4. present the value of operational and denotational semantic specifications of programming languages;
5. master the process of translation of a program in a high-level language to a low-level language.

---

### **Moodle Forum:**

---

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

---

### **Internet Use Requirement:**

---

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

---

### **Academic Honesty:**

---

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

---

### **The Learning Environment:**

---

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.

- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number:	CSC 261
Course Title:	Introduction to Algorithm
Credit Hours:	3
Prerequisite:	CSC 122
Term:	SU 2018
Class Time:	F 2:00 - 5:45
Class Room:	2
Instructor:	██████████
Office Hours:	M W 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

---

**Course Description:**

---

This course introduces the techniques for designing efficient computer algorithms and analyzing their running times. It focuses on the particular algorithms for sorting, searching, set manipulation, arithmetic, graph problems, pattern matching. Methods for showing lower bounds on computational complexity will be discussed.

---

**Teaching Procedures:**

---

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

---

**Text:**

---

*Introduction to Algorithms*, ISBN-13: 978-0262033848, third edition.

---

**Course Requirements:**

---

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class ..... 10%  
Homework ..... 10%

Midterm .....	30%
Final .....	50%

**No makeup exams!!!**

The course grades are assigned as:

91 – 100%	– A
81 – 90%	– B
71 – 80%	– C
61 – 70%	– D
Below 61%	– F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

**Computer laboratory**

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

---

**Course Schedule:**

---

- Week 1 Fundamentals of algorithms
- Week 2 Time and space complexity
- Week 3 Divide & conquer, recurrence relations
- Week 4 Efficient data structures
- Week 5 Greedy algorithms  
    Dynamic programming
- Week 6 Midterm exam
- Week 7 Graph algorithms
- Week 8 Graph algorithms
- Week 9 Graph algorithms
- Week 10 Problems in P and NP
- Week 11 Stable matchings
- Week 12 Final exam

---

**Classroom Policies:**

---

You can get policies regarding to the University academic policies from the Student's Handbook on the University web-site or in the University catalog.

---

**Attendance, Absence, Lateness, Incomplete:**

---

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

---

**Course Outcome:**

---

1. Upon completing this course, students should be able to:
2. Define, implement, and use an abstract data type;
3. Design, implement, and evaluate an algorithm to meet desired needs;
4. Apply canonical algorithms for a range of applications;
5. Apply knowledge of computing and mathematics to algorithm design;
6. Design and implement computer program that performs a specified task;
7. Design and development principles in the construction of software systems of varying complexity.

---

**Moodle Forum:**

---

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

---

**Term Paper:**

---

Term paper requires students to write a report for "the algorithmic design techniques of divide and conquer, greedy, dynamic programming, branch and bound, and graph traversal." For each of these techniques, there are templates and guidelines on when to use and not to use each technique. Many sections contain innovative mnemonics to aid the readers in remembering the templates and key takeaways. Additionally, the book covers NP-completeness and the inherent hardness of problems. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

## **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

## **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rnu.edu](mailto:library@rnu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles,

scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number:	CSC 325
Course Title:	Operating Systems
Credit Hours:	3
Prerequisite:	CSC 122
Term:	FA 2018
Class Time:	Thursday 9:00-12:30
Class Room:	2
Instructor:	██████████
Office Hours:	M W 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

**2. Course Description:**

This course provides the fundamental principles of operating system design and implementation. The two fundamental tasks of an operating system – to manage a computer's resources and to provide applications with an abstract interface to these resources will be discussed. This course focuses on major OS subsystems: process management, memory management, file systems, and operating system support for distributed systems.

**3. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

**4. Text:**

Learning the Unix Operating System: A Concise Guide for the New User by Jerry Peek, Grace Todino, John Strang, ISBN-13: 978-0596002619.

**5. Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%
Term paper .....	20%

Final ..... 30%

**No makeup exams!!!**

The course grades are assigned as:

91 – 100%	– A
81 – 90%	– B
71 – 80%	– C
61 – 70%	– D
Below 61%	– F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

**Computer laboratory**

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

**COURSE OUTLINE**

Class 1. Operating Systems overview

- Components
- Goals of the designer
- System structures
- User services

Class 2. Interrupt Systems and Device Programming

- Interrupt sources and priorities
- Interrupt service routines
- Hardware support - machine states
- Context switching
- Privileged instructions and registers

Class 3. Concurrency Problems and Solutions

- Critical section problem
- Process synchronization and coordination
- Semaphores, special instructions, monitors
- Interprocess communication
- Remote procedure calls
- Special problems of transaction-based systems

Class 4. Deadlock and Resource Conflict

- Prevention
  - Avoidance
  - Detection
  - Recovery
- Class 5. Process and Thread management
- Process/thread creation and termination
  - Process/thread states and their transitions
  - CPU scheduling algorithms
    1. Non-preemptive approaches
    2. Preemptive approaches
    3. Multi-processor considerations
- Class 6. Midterm Exam
- Class 7. Memory Management
- Major issues: fetch, placement, contiguity, relocation adjustment
  - Paging and virtual memory
  - Translate-look-aside buffer (associative memory)
  - Single and Multi-level page tables
  - Paging with segmentation
  - Problems of large address spaces and how they are addressed
- Class 8. Virtual Storage Management
- Storage hierarchy
  - Cache usage
  - Partial residency
  - Page replacement strategies
  - Working sets
- Class 9. Physical Storage Management
- Disk seek scheduling
  - Disk performance features
  - Disk reliability concerns
- Class 10. File System Organization
- The boot record - where things start
  - Directory organization
  - File descriptors
  - Access control
  - Backup
- Class 11. System Security
- Principle of least privilege
  - Threats and vulnerabilities
  - Protection mechanisms - access and capability control
  - User (subject) authentication
  - Levels of security in "trusted" systems
  - The confinement problem
- Class 12. Final Exam

## 6. **Classroom Policies:**

Revised 2019.10

You can get policies regarding to the University academic policies from the Student's Handbook on the University web-site or in the University catalog.

**7. Attendance, Absence, Lateness, Incomplete:**

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**8. Course Outcome:**

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

1. discuss the installation and configuration of multiple platform operating systems;
2. identify the various components of a computer system and how they interact with an operating system;
3. compare strengths and weaknesses of various operating systems;
4. describe the functions of an operating system (OS);
5. evaluate the tuning and optimization of various operating systems.

**9. Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

**10. Term Paper:**

Term paper requires students to write a report for "Single-user, multi-tasking." This is the type of operating system most people use on their desktop and laptop computers today. Microsoft's Windows and Apple's MacOS platforms are both examples of operating systems that will let a single user have several programs in operation at the same time. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

**11. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

**12. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

### **13. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rmu.edu](mailto:library@rmu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University Syllabus

### 1. **Administrative Information:**

Course Number: CSC 327

Course Title: Data Structure

Credit Hours: 3

Prerequisite: CSC 122

Term: SP 2019

Class Time: Th 9:00-12:45

Class Room: 2

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

## Course Description:

The course provides the concept of data abstraction and the problem of building implementations of abstract data types. It focuses on logical structures of data, their physical representation, design and analysis of algorithms operating on the structures, and techniques for program development and debugging.

## Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## Textbook:

Nyhoff, R. L. (2018). *ADTs, Data Structures, and Problem Solving with C++* (2nd ed.). Pearson Prentice Hall, ISBN: 0-13-140909-3.

## Course Learning Outcome:

Upon successful completion of the course, the student will be able to:

- Organize/structure data
- Design algorithms for various applications
- Code, document, test and debug programs
- Be familiar with the concept of abstract data types (ADTs) and OOD, having
- Reviewed basic data types provided in current programming languages.
- Covered data structures other than those normally provided as basic types in programming languages.
- Have a basic understanding of the different implementations of these data structures.
- Be familiar with searching and sorting algorithms.
- Analyze the computational complexity of these algorithms.
- Know about advanced topics not usually covered in a first course of C++, such as recursion, functions, class templates, overloading
- Demonstrate the appropriate level of competence in written expression as demanded by the discipline and as expected of a graduate student.
- Demonstrate the appropriate level of competence in library research as demanded by the discipline and as expected of a graduate student.

### **Computer laboratory**

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

**Course Schedule and Outline:**

<b>Class</b>	<b>Required Reading</b>	<b>Graded Assignments, Research Papers, Quizzes &amp; Examinations</b>
1	Chapter 01 & Chapter 04	
2	Chapter 01 & Chapter 04	<b>Project Proposal Due</b>
3	Chapter 02 & Chapter 03	<b>Quiz 1</b>
4	Chapter 05 & Chapter 06	
5	Chapter 07 & Chapter 08	<b>Quiz 2</b>
6		<b>Midterm Exam</b>
7	Chapter 9	<b>Quiz 3</b>
8	Chapter 10 & Chapter 11	
9	Chapter 12	<b>Final Project Paper Due - Project Presentations</b>
10	Chapter 13 & Chapter 14	
11	Chapter 15 & Chapter 16	
12		<b>Comprehensive Final Examination</b>

## Course Requirement and Evaluation:

Evaluation will occur via quizzes, exams, homework assignments, presentation, Threaded discussions, exercises, case analyses

Late assignment gets zero points.

The deliverables will entail 1,000 possible points, broken down as follows:

450 = 3 x 150 points each	Three Quizzes
275 points	Final Project and Report
275 points	Final Exam
1000 points	Total Grade

The numerical score is then converted to a letter grade using the following scale:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

## Final Project and Report

Term paper requires students to write a report for one of the following topics:

1. Why data structures are important for organizing needs.
2. When data can no longer be retrieved.
3. Types of data structures.
4. Development behind the most significant data structure.
5. How numbers and letters are used to composite data.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## Classroom Policies: Attendance, Absence, Lateness, Incomplete policy

In accordance with the policies of the University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] Class course, he/she will be referred to designated UNIVERSITY officials or may be subject for an automatic withdrawal from automatic from the course.

For an on ground courses students are expected to attend every class meeting unless if they have documented (egg Medical, family emergency leave....) reason for missing the class session. Students who have 3 unexcused, (undocumented absentees) will be referred to designated school officials.

A course grade of “incomplete” will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

### **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

### **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

### **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@rmu.edu](mailto:library@rmu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number: CSC 331  
Course Title: Computer Architecture  
Credit Hours: 3  
Prerequisite: CSC 122  
Term: SU 2019  
Class Time: Monday 14:00-17:45  
Class Room: 1  
Instructor: [REDACTED]  
Office Hours: M TU 11:00 AM – 1:00 P. M.  
Telephone:  
E-Mail: [REDACTED]

---

**Course Description:**

---

This course presents the structure and behavior of the various functional modules of the computer with respect to hardware design and instruction set architecture. It also explores the interface between a computer's hardware and its software as well as provides system-level context for students interested in emerging technologies and digital circuits.

**2. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

**Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

**3. Text:**

Microprocessor Architecture: From Simple Pipelines to Chip Multiprocessors 2010 by Jean-Loup Baer. ISBN-13: 9780511669361.

**4. Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Midterm .....	30%
Term Paper .....	20%

Final ..... 30%

The course grades are assigned as:

90 – 100% = A-  
80 – 89% = B  
70 – 79% = C  
60 – 69% = D  
Below 60% = F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### **Computer laboratory**

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

## **Course Schedule:**

### **Class Topic**

1. Fundamentals of Computer Design  
Chapter 1 of the textbook.
2. Instruction Set Principles  
Appendix A of the textbook.
3. Pipelining: Basic and Intermediate Concepts  
Appendix C of the textbook.
4. Instruction-Level Parallelism and Its Exploitation  
Chapter 3 of the textbook.
5. Review of Memory Hierarchy  
Appendix B of the textbook.
6. Midterm Exam
7. Memory Hierarchy Design  
Chapter 2 of the textbook.
8. Multiprocessors and Thread-Level Parallelism  
Chapter 5 of the textbook.
9. Data-Level Parallelism: GPU Architectures  
Chapter 4 of the textbook.
10. Storage Systems  
Appendix D of the textbook.

11. Verification of Processor/Memory Architectures  
Reading material will be provided.
12. Final Exam

## **5. Term Paper:**

Term paper requires students to write a report for “Trends in Computer Architecture”. Since the introduction of the first computer, the search for computer architecture that is faster, smaller, and more efficient has been a constant goal of the computer industry. The first computers were large, heavy machines composed of thousands of vacuum tubes. The development of the transistor created the next evolution in computer architecture, the microchip. This is the architecture used in the current generation of computers. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

## **6. Classroom Policies:**

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

## **7. Attendance, Absence, Lateness, Incomplete:**

Students have six months from the registration to complete this course. If students need more time to finish the class, they may request for an incomplete. Faculty approval is required.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

## **8. Course Outcome:**

Upon successful completion of this course, students will be able to:

1. identify the development of modern computing and the latest trends in computing industry;
2. describe the interface between hardware and software;
3. explain how software instructs hardware to accomplish desired functions;
4. recognize computer architecture concepts and mechanisms related to the design of modern processors;
5. implement the instruction set for a specific computer requirements;
6. explore the memory hierarchy and the different I/O methods.

## **9. Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be

counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

## **9. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

## **10. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

## **11. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

## **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@mu.edu](mailto:library@mu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



# REAGAN NATIONAL UNIVERSITY

## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number:	CSC 332
Course Title:	Data Communication
Credit Hours:	3
Prerequisite:	CSC 122
Term:	FA 2018
Class Time:	F 9:00-12:45
Class Room:	1
Instructor:	██████████
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

## 2. **Catalog Description:**

This course introduces the basic concepts, theories and components in data communications such as protocols, network equipment and the infrastructure. It covers the design and evaluation of computer networks using current trends in hardware and software. Topics include data transmission, signal encoding techniques, digital data communication techniques, optical fiber communications.

## 3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## 4. **Text:**

Business Data Communications and Networking by Jerry FitzGerald. Published by John Wiley & Sons; 13<sup>th</sup> ed. 2017.

## 5. **Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

### Examinations

There are two in-class exams and they are scheduled as:

Midterm:           6<sup>th</sup> class period

Final: last class

## 6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Midterm .....	40%
Term Paper .....	20%
Final .....	40%

### No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

## 7. Course Requirements:

### Week 1

- **Data Communication Concepts**
  - o **Networks and open system standards: the OSI reference model**
  - o **Network topologies and the physical layer**
    - § **Bus/Tree topology, ring topology, star topology**
  - o **The future of data communications**

### Week 2

- **Transmission Media and Transmission Technologies**

- o The electrical interface
- o Metallic media
- o Optical fiber media
- o Wireless media (line-of-sight media)
- o Baseband and broadband transmission
- o Transmission bandwidth (link capacity)
- o Codes
- o Analog and digital signals
- o Modulation and demodulation, modems and modem standards
- o Transmission impairments (distortion and noise limitations on system performance)

### Week 3

- Data Transmission

- o Transmission modes
  - § Simplex, half-duplex, full-duplex communications
  - § Serial and parallel transmission
  - § Synchronous transmission
  - § Asynchronous transmission
- o Interface standards
- o Multiplexing of signals
- o Data compression

### Week 4

- Protocol Concepts - Media Access Control

- o Protocol basics
- o MAC protocols (CSMA/CD and Token passing)

### Week 5

- Data Security and Integrity

- o Error detection and correction
- o Encryption and decryption
- o Viruses, worms, and hacking

## **Week 6**

### **Midterm Exam**

## **Week 7**

- **Local Area Networks**

- LAN standards (IEEE standards 802 for LANs)
- Interconnecting LANs
- LAN Hardware (server platforms, backup devices, LAN adapters, printers, etc.)
- LAN system software, LAN application software
- LAN selection criteria

## **Week 8**

- **Metropolitan Area Networks (MANs) and Wide Area Networks (WANs)**

- Network routing
- Public data networks
- Circuit-switched data network
- Packet-switched data network
- Internet protocol
- ISDN
- Electronic mail

## **Week 9**

- **Network Architecture**

- Layered approach
- Hierarchical approach

## **Week 10**

- **Network Interconnections (Internetworking)**

- LAN-to-LAN connections and LAN-to-Host connections
- Repeaters, Bridges, Routers, and Gateways
- Interconnection utilities

## **Week 11**

- **Internet and Intranet**

## Week 12

### Final Exam

#### **8. Term Paper:**

Term paper requires students to write a report for “Packet switching”. Packet switching is a method of grouping data that is transmitted over a digital network into packets. Packets are made of a header and a payload. Data in the header are used by networking hardware to direct the packet to its destination where the payload is extracted and used by application software. Packet switching is the primary basis for data communications in computer networks worldwide. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

#### **9. Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

#### **10. Attendance, Absence, Lateness, Incomplete:**

In accordance with the policies of the Si Tanka University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

#### **11. Course Outcome:**

After course completion, the student should

- be able to explain knowledge within data communications
- be able to explain reference models for data communications, their layers and corresponding functions, services and protocols
- be able to describe the protocol techniques, local area networks and how Internet is built.

#### **12. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial. The college maintains open labs that provide Internet access to all students.

#### **13. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

#### **14. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

#### **15. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

#### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and

Revised 2019.10

faculty created resources. The Library Research Portal ([library@rmu.edu](mailto:library@rmu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number:	CSC 345
Course Title:	Computer Graphics
Credit Hours:	3
Prerequisite:	CSC 122
Term:	FA 2018
Class Time:	W 9:00 – 12:45
Class Room:	1
Instructor:	██████████
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	██████████

---

## **Course Description**

---

This course provides students the basic concepts necessary for successful use of the computer as a graphic tool. It covers topics such as survey of the applications of computer graphics, video games, the renderers behind Hollywood's special effects, graphics art and design, 2-dimensional and 3-dimensional display techniques and an examination of computer graphics technologies.

---

## **Teaching Procedures**

---

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

---

## **Text:**

---

*Computer Graphics Principles and Practice*, John F. Van Dam Hughes.  
ISBN-: 9780321399526

---

## **Course Requirements:**

---

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are: