Syllabus

This is a single, concatenated file, suitable for printing or saving as a PDF for offline viewing. Please note that some animations or images may not work.

Course Description and Overview

This module is also available as a concatenated page, suitable for printing or saving as a PDF for offline viewing.

MET CS 101

Computers And Their Applications

For students with no prior experience with computers. Organization and function of computer systems; application of computers in today's society; social impact of computers. Introduction to algorithms, various types of application packages, and the Internet. Not for computer science majors. Laboratory course.

This course provides an excellent coverage to computer hardware and software elements, and associated technologies.

The following topics are covered in this course:

- -Introduction to computers, computer elements, and human interfaces
- -Operating system, data, and operations
- -Data storage, file systems, spreadsheet and formulas
- -Markup languages and database concepts
- -Social implications, privacy, and security
- -Algorithm, languages, and JavaScript
- -Functions, iterations, and programming concepts and constructs

- -Web applications, Hypertext Markup Language (HTML), and Cascading Style Sheets (CSS)
- -Graphics, artificial intelligence, and computing limitations
- -Web technologies and internet

Technical Notes

The table of contents expands and contracts (+/- sign) and may conceal some pages. To avoid missing content pages, you are advised to use the next/previous page icons in the top right corner of the learning modules.

This course requires you to access files such as word documents, PDFs, and/or media files. These files may open in your browser or be downloaded as files, depending on the settings of your browser.

Learning Objectives

By successfully completing this course, you will be able to understand:

- -How things work behind the scene when you use computers.
- -Computer hardware and software elements.
- -Data, data storage, and database systems.
- -Operating systems.
- -Network and security fundamentals.
- -Programming languages.
- -Web applications, web technologies, and internet.

Course Outline

Please continually check the Announcements area for updated information and additional resources.

- **Study Guide** – Refer to Study Guide for all due dates and classroom lecture dates. You will stay current by checking announcements, discussions, and emails in the course.
- **Readings** – This course is devided into six modules. Each module has both textbook readings and

lectures. Your professor may suggest additional readings during the running of the course.

- **Classroom sessions** – Two classroom sessions will be provided for each module during this course. Days/times can be found in the Study Guide. Classroom session recordings will be provided when possible. Material presented during these sessions may be included in the final exam.
- **Groups** – There are threaded discussions for each module. These discussions are moderated by your instructor. Postings for each discussion should be completed by the assigned due dates. There are also general discussions boards, which are not graded, for you to use to discuss any issues with your classmates. Please see the Class Discussion on the home page for more details.
- **Quizzes and Assignments** – There are graded quizzes and assignments for each module that are due throughout the course.

Module 1 – Organization and Function of Computer Systems

- **Introduction to computers, computer elements, and human interfaces**
- **Operating system, data, and operations**

Module 2 – Applications of Computers in Today's Society

- **Data storage, file systems, spreadsheet and formulas**
- **Markup languages and database concepts**

Module 3 – Social Impact of Computers

- **Social implications, privacy, and security**

Module 4 –Introduction to Algorithms

- **Algorithm, languages, and JavaScript**
- **Functions, iterations, and programming concepts and constructs**

Module 5 – Various Types of Application Packages

- **Web applications, Hypertext Markup Language (HTML), and Cascading Style Sheets (CSS)**
- **Graphics, artificial intelligence, and computing limitations**

Module 6 - Web Technologies and Internet

- **Web technologies and internet**
- **Course review and final exam preparation**

Prepare for and Take the Final Exam

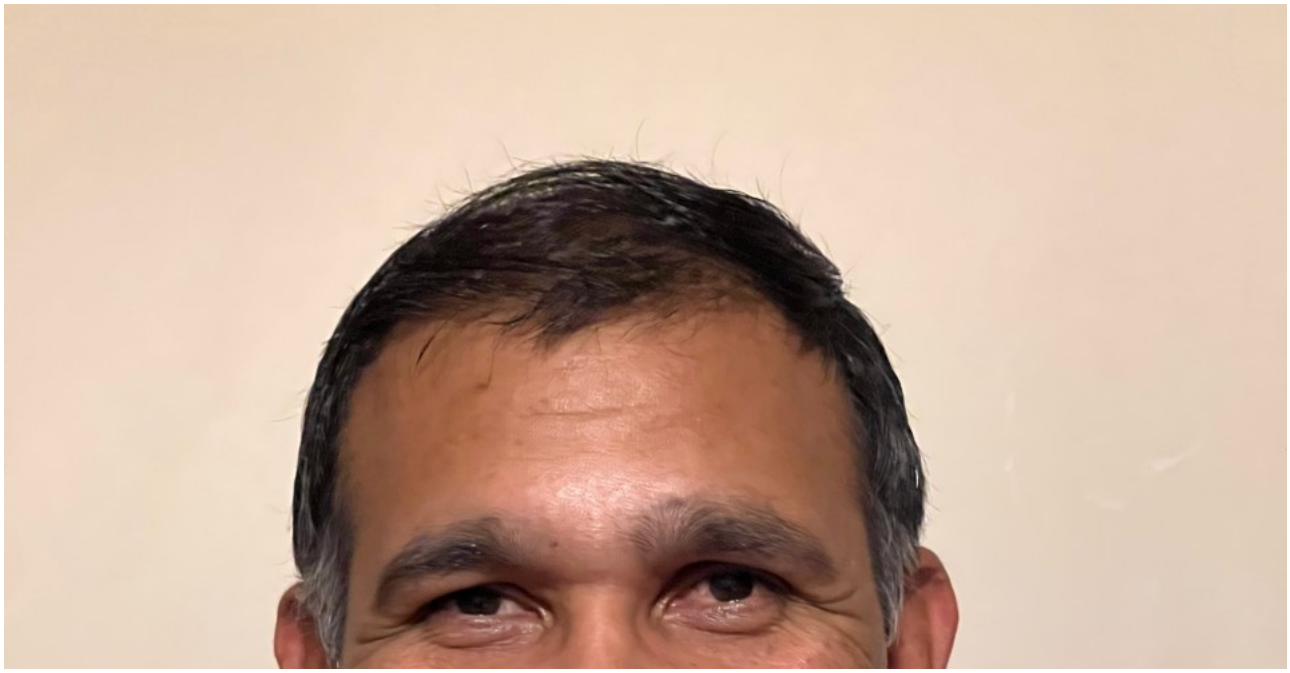
You will prepare for and take the proctored final exam.

The course will remain open two weeks after the final exam so that you can continue ask any questions about your grades or the course. This is also a time when we enter into a dialogue where we endeavor to learn from you how we can modify the course so that it better meets your needs.

Term Project

This course also features a comprehensive term project that is due in Module 6. Instructions for the term project along with a grading rubric can be found in the Assignments area. Further details will be shared in the Classroom sessions throughout the course.

Instructor



Vijai Diwania

Computer Science Department
Metropolitan College
Boston University

Email: vijaid@bu.edu

Office Hours: After lectures

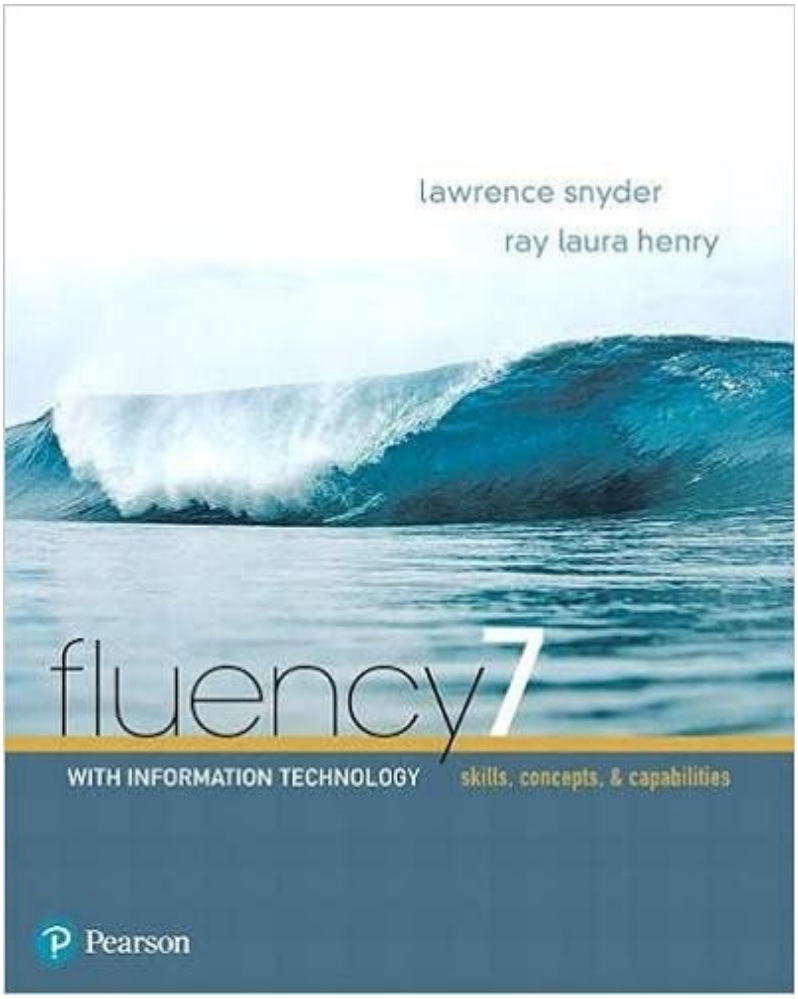
My name is Vijai Diwania, and I will be your instructor for this course. I hold a master's degree in computer science from a prestigious engineering college in India, and have been in information technology since 1990. I am skilled in various information technologies such as databases, web, Java, middleware, webservices, API, integration, interoperability, and many others.

I joined GEHA (Government Employee Health Association) – a nonprofit medical and dental insurance provider to federal and postal employees, retirees, and their families. I am managing a team of five people involved in integration and API's for the digital transformation initiative. I had worked with Boston Children's Hospital, Boston for more than fifteen years. At Boston Children's Hospital, I worked as manager - application development and infrastructure managing a great team of six to ten people involved in middleware

administration, applications development, and integration. I also helped software engineers in database designs, writing efficient database code, and other database related tasks. Prior to Boston Children's Hospital, I worked with Liberty Mutual Insurance Group. I have worked as a programmer, manager, technical consultant, senior data analyst, data architect, integration / interoperability architect, and DBA in tire manufacturing, textile, automobile, insurance, and health care organizations.

Course Materials

Required Texts



Lawrence Snyder and Ray Laura Henry. *Fluency with Information Technology (Skills, Concepts, & Capabilities)* (7th ed.).

Pearson www.pearsonhighered.com

ISBN-13: 978-0134448725
ISBN-10: 0134448723

This book can be purchased from Barnes and Noble at Boston University.

Required Course Software

At a minimum, you will need a plain text editor, Excel, and a web browsers installed on your Internet connected computer. Grading will be performed by viewing student work in Mozilla Firefox.

We recommend that you use free software choices for this course.

Text Editors

The table below lists a few *plain* text editors you can use in this course (you only need one).

Name	Platform	Cost
Notepad	Windows	Free - built in
TextEdit	Mac	Free - built in
Vim	Windows, Mac, Linux	Free
gedit	Windows, Mac, Linux	Free
GNU Emacs	Windows, Mac, Linux	Free
Brackets	Windows, Mac, Linux	Free
EditPad.org	Online	Free
Notepad++	Windows	Free
Atom	Windows, Mac, Linux	Free
Sublime Text	Windows, Mac, Linux	Free trial

Web Browsers

The latest version of Mozilla Firefox should serve as your primary web browser for course work and navigating around Online Campus. Secondary web browsers can include the latest versions of Microsoft Edge, Apple Safari, Google Chrome, and Opera.

Boston University Library Information

As Boston University students, you have full access to the BU Library. From any computer, you can gain access to anything at the library that is electronically formatted. To connect to the library, use the link http://www.bu.edu/library. You may use the library's content whether you are connected through your online course or not, by confirming your status as a BU community member using your Kerberos password.

Once in the library system, you can use the links under “Resources” and “Collections” to find databases, eJournals, and eBooks, as well as search the library by subject. Some other useful links follow:

Go to Collections to access eBooks and eJournals directly.

If you have questions about library resources, go to Ask A Librarian to email the library or use the live-chat feature.

To locate course eReserves, go to Reserves.

Please note that you are not to post attachments of the required or other readings in the water cooler or other areas of the course, as it is an infringement on copyright laws and department policy. All students have access to the library system and will need to develop research skills that include how to find articles through library systems and databases.

Study Guide

Module 1 Study Guide and Deliverables

Readings: Module 1 lectures

	Fluency With Information Technology 7th Edition, Lawrence Synder & Ray Laura Hanry • Chapters 1, 2 • Chapters 7, 8, 9
Discussions:	Discussion 1 postings
Quizzes:	Quiz 1
Assignments:	Assignment 1
Classroom Lectures:	Thu 1/18/2024 and 1/25/2024; 6 to 8:45 PM Room B31 in Building MCS

Module 2 Study Guide and Deliverables

Readings:	Module 2 lectures
	Fluency With Information Technology 7th Edition, Lawrence Synder & Ray Laura Hanry • Chapters 13, 14 • Chapters 15, 16
Discussions:	Discussion 2 postings
Quizzes:	Quiz 2
Assignments:	Assignment 2
Classroom Lectures:	Thu 2/1/2024 and 2/8/2024; 6 to 8:45 PM Room B31 in Building MCS

Module 3 Study Guide and Deliverables

Readings:	Module 3 lectures
	Fluency With Information Technology 7th Edition, Lawrence Synder & Ray Laura Hanry • Chapters 11, 12
Discussions:	Discussion 3 postings
Quizzes:	Quiz 3

Assignments:	Assignment 3
Classroom Lectures:	Thu 2/15/2024 and 2/22/2024; 6 to 8:45 PM Room B31 in Building MCS

Module 4 Study Guide and Deliverables

Readings:	Module 4 lectures Fluency With Information Technology 7th Edition, Lawrence Synder & Ray Laura Hanry • Chapters 4, 6 • Chapters 17, 18
Discussions:	Discussion 4 postings
Quizzes:	Quiz 4
Assignments:	Assignment 4
Classroom Lectures:	Thu 2/29/2024 and 3/7/2024; 6 to 8:45 PM Room B31 in Building MCS; No class on 3/14/23 (spring recess)

Module 5 Study Guide and Deliverables

Readings:	Module 5 lectures Fluency With Information Technology 7th Edition, Lawrence Synder & Ray Laura Hanry • Chapters 19, 20 • Chapters 10, 22
Discussions:	Discussion 5 postings
Quizzes:	Quiz 5
Assignments:	Assignment 5
Classroom Lectures:	Thu 3/21/2024 and 3/28/2024; 6 to 8:45 PM Room B31 in Building MCS

Module 6 Study Guide and Deliverables

Readings:	Module 6 lectures Fluency With Information Technology 7th Edition, Lawrence Synder & Ray Laura Hanry • Chapters 3, 5
Discussions:	Discussion 6 postings
Quizzes:	Quiz 6
Assignments, Term Project, and Final Exam:	• Assignment 6 • Term Project Presentation 4/25/2024; 6 to 8:45 PM Room B31 in Building MCS • 5/2-5/3: Study period • **Final Exam 5/9/2024; 6 to 8:45 PM Room B31 in Building MCS**
Classroom Lectures:	Thu 4/4/2024, 4/11/2024; 6 to 8:45 PM Room B31 in Building MCS Thu 4/18/2024 (extra lecture); 6 to 8:45 PM Room B31 in Building MCS Thu 4/25/2024 (course review & final exam prep after term project presentations); 6 to 8:45 PM Room B31 in Building MCS

Course Grading Information

The course grade will be based on active class participation and discussions, assignments, quizzes, a term project, and a proctored final exam. Assignments are expected to be submitted by their respective due dates. Late submissions may carry a penalty.

Grading Policy

All students will be expected to demonstrate competency of the concepts covered in this course.

Grading Structure and Distribution

The grade for the course is determined by the following:

Final Exam:	30%
Term Project:	20%
Assignments:	20%
Quizzes	20%
Discussions:	10%

Final Course Grade

The following ranges determine the final course grade:

Letter Grade	Final Percentage Score
A	96–100
A−	91–95.99
B+	86–90.99
B	81–85.99
B−	76–80.99
C+	71–75.99
C	66–70.99
C−	61–65.99
D	56–60.99
F	0–55.99

The percentage ranges above are approximate. Your letter grade is determined by your professor as the best overall measure of how well you have demonstrated that you understand the material, taking into separate

consideration your performance with the assignments, term project, discussions and final exam. The final grade *may* be curved at the discretion of the Instructor.

Discussions, Assignments, Quizzes, Term Project, and Exam

Classroom Lectures

Classroom lectures will be provided during this course weekly. Days/times will be posted in the announcements area. Students are required to attend and recordings will be provided when possible. Material presented during these sessions may be included in the final exam.

Participation

Graded Discussions – Students will be participating in discussions that will be graded on a 100-point scale: go to the Discussion Rubric. To participate discussions, go to the "Discussions" section (left-hand course menu).

Assignments

Students will complete one assignment each module. Check each assignment direction and submit at the "Assignments" section (left-hand course menu).

Quizzes

Students will complete one quiz each module. Access the quizzes from the "Assessments" section (left-hand course menu).

Term Project

Students need to work on a term project. Details to follow. Check the Term Project direction and submit at the "Assignments" section (left-hand course menu).

Proctored Final Exam

There will be a proctored Final Exam in this course. Detailed instructions regarding your proctored exam will

be passed later on. Access from the "Assessments" section (left-hand course menu).

Course Expectations

Many learning activities require sharing your assignments and opinions with your classmates. For example, you may be given a set of criteria on the basis of which to evaluate other classmates' assignments, and asked to submit the results to your instructor by a specified day of the week. It is, therefore, very important that you, as well as your classmates, submit your assignments on a timely basis. Timely submission by all will result in each of you being able to evaluate each other's assignments. Due dates will be indicated for each assignment in the Assignments section of the course.

Delays

If, for any reason, you are unable to meet any assignment deadline, contact your instructor. All times mentioned in the course (unless otherwise specified) are in Eastern Time. All assignments must be completed and must be turned in by their due dates and due times. Extensions may be granted, though only under mitigating circumstances.

Late Work Policy:

Each assignment has a strict deadline. However, you are still allowed to submit your assignment within 2 days after the deadline with a penalty. 15% of the credit will be deducted unless you made previous arrangements with your professor. Assignments submitted 2 days after the deadline will not be graded.

Discussion Grading Rubric

Graded discussion periods are held Day 1 of each module until 6:00 a.m. ET on Day 1 of the following module. You're certainly welcome to continue a discussion past the grading period, but that additional posted material will not affect your discussion grade. The discussion grading rubric below is the guide we use to evaluate your discussion contributions.

Discussion Grading Rubric

Criteria	51–60	61–70	71–80	81–90	91–100
Participation	Very limited participation	Participation generally lacks frequency or relevance	Reasonably useful relevant participation during the discussion period	Frequently relevant and consistent participation throughout the discussion period	Continually relevant and consistent participation throughout the discussion period
Community	Mostly indifferent to discussion	Little effort to keep discussions going or provide help	Reasonable effort to respond thoughtfully, provide help, and/or keep discussions going	Often responds thoughtfully in a way frequently keeps discussions going and provides help	Continually responds thoughtfully in a way that consistently keeps discussions going and provides help
Content	No useful, on-topic, or interesting information, ideas or analysis	Hardly any useful, on-topic, or interesting information, ideas or analysis	Reasonably useful, on-topic, and interesting information, ideas and/or analysis	Frequently useful, on-topic, and interesting information, ideas and analysis	Exceptionally useful, on-topic, and interesting information, ideas and analysis
Reflection and Synthesis	No significant effort to clarify, summarize or synthesize topics raised in discussions			Contributes to group's effort to clarify, summarize or synthesize topics raised in discussions	Leads group's effort to clarify, summarize or synthesize topics raised in discussions

In addition to the rubric above, please read the Discussion Grading Guidelines below, which will be used in conjunction with the grading rubric above. The following guidelines are a bit more objective and quantifiable to understanding how your discussion efforts will be scored. The intention of sharing these guidelines is to provide some additional transparency to the grading process and to allow you to understand what some of

our minimum expectations are regarding weekly discussions.

Discussion Grading Guidelines

1. Initial discussion posts by students should be *at least* one to two paragraphs in length. Posts smaller than this will not be counted towards your grade. Replies and responses to other students are not subject to this minimum length requirement, but should be *meaningful*, see below.
2. All posts should be *meaningful*, which means:
    a. What you post should be worthwhile, don't just post something to try to meet the requirements.
    b. Posts should be well developed. The content of your post must demonstrate an understanding of the subject.
    c. You should be providing information that is helpful in facilitating discussion. Simple statements such as "Good job!" or "I agree with you" does not contribute to the discussion in a meaningful way.
    d. Give reasons for any opinions that you share.
    e. Posts should be to the point and clearly stated with correct spelling and grammar.
    f. Be sure to include outside resources if applicable.
3. **Answer, respond, and reply**. Students should post at a minimum:
    a. An original, *meaningful* **answer** to the discussion prompt
    b. A *meaningful* **response** to another student's original response
    c. A *meaningful* **reply** to another student's response to their discussion
    d. Doing only this, all on one day: 70%. Score can be lower if there are quality concerns for any of the parts a-f above.
    e. Doing only this, over two or more days: 80%. Score can be lower if quality is low for any of the parts a-f above.
4. To score higher than an 80%, students must exceed the minimum requirements outlined in parts 1-3 above. Factors that can raise a student's discussion score include:
    a. Quality of posts
    b. Number of posts
    c. Frequency of posts
    d. Posts that have resulted in a significant number of responses
    e. Above average effort (size, significant research, etc.)

Quiz Instructions

Accessing the Quiz

You will have access to the quiz at the beginning of the module. However you should not access the quiz until you have completed all learning activities for the module and are prepared to meet the objectives for that module.

Quiz Details

- There are 10 to 20 questions per quiz.
- The questions are either mulitple choice (choose one or more) or True/False.
- All questions are randomized.
- The quiz questions will display one at a time on your screen.
- You may skip over questions and revisit them in any order.
- You will have 60 minutes to complete the quiz.
- You may not pause the quiz and return to it later.
- You will be able to continue to save answers to questions after the time has expired, but any late answers will be time stamped and marked as late. This will allow us to grade your quiz fairly in the event that technical difficulties occur while you take your quiz.

Saving Answers

- To answer a multiple choice question, select the appropriate choice from the list below the question.
- When you have completed your response, click "Save Answer" at the top of the question.
- As you proceed through the exam, you can go back and edit previous responses that you saved.
- A timer is displayed above the questions tracking the remaining time available.
- You will see question number buttons above questions. You will need to click on "Question Completion Status" to see the question numbers. You can use these buttons to navigate from question to question at any time.
- When you have completed all answers, go to the last question of the exam and click the "Save and Submit" button.

If a technical issue of any kind arises during the quiz requiring you to go beyond the time limit, complete the quiz answering the remaining questions and then contact your instructor immediately.

Comments on the Quiz

There will be a short answer area at the end of the quiz; it appears as a quiz question, but there are no points

for this item. Use this as a place to provide feedback about the quiz as a whole or to comment upon a particular quiz item. Be sure to reference the question number. Your instructor will examine your comments in order to decide whether a grade adjustment or other action should be taken.

If a technical issue of any kind arises during the exam, complete the exam, answering the remaining questions, and then contact your instructor immediately.

Other Questions

If you have any questions about the quiz please feel free to contact your instructor.

Technical Support

Assistance with course-related technical problems is provided by the IS&T Help Center. To ensure the fastest possible response, please fill out the online form using the link below.

IT Help Center Support
888-243-4596 or local 617-353-4357 or Web
Check your open tickets using BU's ticketing system.

Academic Conduct Policy

Please visit Metropolitan College's website for the full text of the department's *Academic Conduct Code*.

A Definition of Plagiarism

> “The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone’s mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware

of the illegitimacy of certain kinds of “borrowing” and of the procedures for correct identification of materials other than those gained through independent research and reflection.”

“The spectrum is a wide one. At one end there is a word-for-word copying of another’s writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student’s paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one’s opinion that one is tempted to make it personal property.”

“Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people’s ideas and words, the writer’s sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else’s analysis or conclusion, without acknowledgment that another person’s text has been the basis for the recapitulation.”

The paragraphs above are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition, Revised Edition.* Copyright 1963, Holt, Rinehart and Winston.

Academic Conduct Code

I. **Philosophy of Discipline**

The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning can best take place. Such an atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of someone else’s dishonesty. Penalties should be carefully determined so as to be no more and no less than required to maintain the desired atmosphere. In defining violations of this code, the intent is to protect the integrity of the educational process.

II. **Academic Misconduct**

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students’ opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another’s work as your own.

III. **Violations of this Code**

Violations of this code comprise attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

A. **Cheating on examination**. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
B. **Plagiarism.** Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.
C. **Misrepresentation or falsification of data** presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.
D. **Theft of an examination**. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
E. **Unauthorized communication during examinations**. Any unauthorized communication may be considered prima facie evidence of cheating.
F. **Knowingly allowing another student to represent your work as his or her own**. This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).
G. **Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents**, including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.
H. **Theft or destruction of examinations or papers** after submission.
I. **Submitting the same work in more than one course** without the consent of instructors.
J. **Altering or destroying another student's work or records**, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
K. **Violation of the rules governing teamwork**. Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team

meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

L. **Failure to sit in a specifically assigned seat during examinations.**
M. **Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.**
N. **Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.**
O. **Attempting improperly to influence the award of any credit, grade, or honor.**
P. **Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.**
Q. **Failure to comply with the sanctions imposed under the authority of this code.**

Microsoft Azure Dev Tools for Teaching

Microsoft Azure Dev Tools for Teaching is a Microsoft program that supports technical education by providing access to Microsoft software for learning, teaching, and research purposes. Our membership allows faculty and students currently enrolled in MET courses to obtain certain Microsoft products free of charge. All MET students are granted access to download the software for the duration of their study at MET College.

FAQ and basic information are at Microsoft Azure Dev Tools for Teaching, (You may have to enter your personal BU login credentials to access this page.)

Disability and Access Services

In accordance with University policy, every effort will be made to accommodate students with respect to speech, hearing, vision, or other disabilities. Any student who may need an accommodation for a documented disability should contact Disability and Access Services at 617-353-3658 or at access@bu.edu for review and approval of accommodation requests.

Once a student receives their accommodation letter, they must send it to their instructor each semester. They

must also send a copy to their Faculty & Student Support Administrator, who may need to update the course settings to ensure accommodations are in place. Accommodations cannot be implemented if the student does not send their letter.

Netiquette

The department has produced a netiquette guide to help you understand the potential impact of your communication style.

Before posting to any discussion forum, sending an email, or participating in any course or public area, please consider the following:

Ask Yourself…

- How would I say this in a face-to-face classroom or if writing for a newspaper, public blog, or wiki?
- How would I feel if I were the reader?
- How might my comment impact others?
- Am I being respectful?
- Is this the appropriate area or forum to post what I have to say?

Writing

When you are writing, please follow these rules:

- **Stay polite and positive in your communications.** You can and should disagree and participate in discussions with vigor; however, when able, be constructive with your comments.
- **Proofread your comments before you post them.** Remember that your comments are permanent.
- **Pay attention to your tone.** Without the benefit of facial expressions and body language, your intended tone or the meaning of the message can be misconstrued.
- **Be thoughtful and remember that classmates' experience levels may vary.** You may want to include background information that is not obvious to all readers.
- **Stay on message.** When adding to existing messages, try to maintain the theme of the comments previously posted. If you want to change the topic, simply start another thread rather than disrupt the current conversation.
- **When appropriate, cite sources.** When referencing the work or opinions of others, make sure to use

correct citations.

Reading

When you are reading your peers' communication, consider the following:

- **Respect people's privacy.** Don't assume that information shared with you is public. Your peers may not want personal information shared. Please check with them before sharing their information.
- **Be forgiving of other students' and instructors' mistakes.** There are many reasons for typos and misinterpretations. Be gracious and forgive other's mistakes or point them out privately and politely.
- **If a comment upsets or offends you, reread it and/or take some time before responding.**

Important Note

Don't hesitate to let your instructor or student support administrator know if you feel others are inappropriately commenting in any forum.

All Boston University students are required to follow academic and behavioral conduct codes. Failure to comply with these conduct codes may result in disciplinary action.

Boston University Metropolitan College