

Syllabus

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Course Description

This [module](#) is also available as a concatenated page, suitable for printing or saving as a PDF for offline viewing.

MET CS200

Introduction to Computer Information Systems

This course introduces information technology concepts and terminology and foundational mathematics. It also develops analytic and logical thinking and prepares students to take graduate-level courses in information technology and computer information systems. The course starts with the fundamentals of computing systems, including hardware and software, and then addresses the processes for designing and building computing systems, including systems analysis and project management. Relational database technology is introduced including SQL and database design concepts. Computer networks, including their components, types, design and management are explained. And lastly, students are introduced to software development and receive a thorough introduction to the Java programming language. The course reviews the mathematics upon which computing systems are founded including number systems, set theory, algebra, and functions.

Technical Note

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.

Learning Objectives

The course is designed to prepare students without a technical background in information technology to succeed in graduate courses in the Master of Science in Computer Information Systems (MSCIS) and Master of Science in Telecommunications (MSTC) programs. Students often ask how completion of the course relates to acceptance into these graduate programs. The department policy is as follows:

"In making the decision regarding matriculating a student, the Admissions Committee considers the student's prior academic record and any relevant experience. The Admissions Committee may require some applicants to take CS 200 to better prepare for graduate study in information technology before making a final matriculation decision. For students who complete CS 200 the Committee also considers each student's performance in each of the areas of CS 200, such as computer systems, systems analysis, mathematics, databases, computer networks, and programming. If a student has demonstrated that they are ready for graduate study in *each* of these areas, as demonstrated by a combination of prior coursework, professional experience, and their performance in CS 200, then the Admissions Committee will matriculate them into the MSCIS program. Simply passing CS 200 does not assure matriculation, though excellent performance in all areas of CS 200 will earn an applicant matriculation into the program."

For students coming from other programs, this course is a technically-oriented introductory survey of Information Technology.

Course Objectives

This course will enable you to:

- Understand the major hardware components of a modern computing system and their functions and interactions
- Understand how programs are executed, including the instruction execution cycle and the role of interrupts
- Understand the role of systems and applications software
- Understand the systems analysis and design process
- Understand the basic concepts of databases and database management systems, including the relational model and the basics of SQL
- Understand network architecture, both hardware and software, and be familiar with the basics of network security and management
- Understand how algorithms are developed and implemented in higher level languages
- Be able to design, write, and debug Java programs that use sequence, selection and repetition statements, methods, primitive data types, arrays, and that do I/O
- Understand object oriented concepts including classes, objects and inheritance
- Be able to solve mathematical problems that involve factoring algebraic expressions, operations with algebraic fractions and radicals, operations on sets, linear and quadratic functions

Course Organization

This course is 15 weeks long: 14 weeks of content and 1 week for the final exam. The 14 weeks of content is divided into 7 modules, each two weeks long. Each module includes one major information technology topic and two math topics. Each module consists of:

- reading assignments
- online content

- review questions
- two graded information technology assignments
- two ungraded math assignments
- one graded information technology quiz
- one extra credit information technology related discussion question in a discussion board
- two graded math quizzes.

The study guide, which precedes each module, lists specific due dates. Assignments and quizzes are due at 6am ET each Tuesday. Review questions and math assignments are optional, but strongly encouraged. The review questions are very similar to the quiz questions. Review questions may be answered as many times as you like, while quizzes are timed and may be taken only once. Math assignment solutions are provided in videos. Solutions for information technology assignments and quizzes will be provided after they are graded.

You will see "blocks" of content in the online material that are labeled "Advanced Content." We have found that some students like additional material beyond what is formally part of the course. Hence, we are in the process of adding such content. You are not responsible for advanced content on the quizzes, assignments, or final exam.

Course Outline

Module 1 — Fundamentals of Computer Systems

- Computer Systems
 - Hardware Systems
 - Processing Unit
 - Flow of Control
 - Memory
 - Input/Output
 - Software Systems
 - Operating Systems
 - Systems Analysis and Design
- Math
 - Properties of Numbers
 - Operations on Numbers
 - Algebraic Expressions

Module 2 — Databases

- Databases
 - Databases
 - Relational Database Management Systems
 - Introduction to Structured Query Language (SQL)
 - Programming for Databases
 - The Database Life Cycle

- Jobs in the Database Field
- Math
 - Even and Odd Numbers
 - Factoring Algebraic Expressions

Module 3 — Data Communications and Networks

- Data Communications
 - Components of a network
 - Network standards
 - Network layers
 - Types of networks
 - Network security and management
- Math
 - Operations on Algebraic Fractions
 - Inverses
 - Roots
 - Radicals

Module 4 — Basics of Software Development using Java

- Basics of Software Development
 - Overview of Programming Language Systems
 - Installing the Java platform, Standard Edition (Java SE)
 - Installing an Integrated Development Environment (Eclipse)
 - Creating Java Projects
 - Executing Java Programs
 - Debugging Java Programs
 - Variables and Data Types
 - Strings
 - Promotions and Casting
 - Input/output
- Math
 - Arithmetic Expressions Sets

Module 5 — Basics of Java

- Java
 - Conditional statement
 - Repetition Structures
- Math
 - Graphing a Function

- Deriving the Equation of a Line
- Intersection of Line with the Axis

Module 6 — Programming in Java


- Java
 - Methods
 - Scope of Variables
 - Recursion
 - Arrays
- Math
 - Quadratic Equations
 - Inequalities Methods

Module 7 – Introduction to Object Oriented Programming

- Classes versus Objects
- Building a Class
- Writing a “Driver” Program
- Constructors
- “Printing” an Object
- Class Inheritance

Module 8 - Final Exam

Instructor

<p>John Keklak Computer Science Department Metropolitan College Boston University jkeklak@bu.edu Office hours by appointment only</p>	
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John Keklak has taught computer science and software development at Boston University since 2006, and has worked professionally as a software developer for more than thirty years. He holds Bachelors and Masters degrees from MIT

Additional Course Developers

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Dr. Bruce Tis is a tenured, full-time faculty member at Simmons College in Boston with appointments in the College of Arts and Sciences and the Graduate School of Library and Information Science. He is an Associate Professor of Computer Science and chaired the Computer Science department at Simmons for 10 years. He received his Ph.D. in Computer Engineering from Boston University, where he has been teaching part time for 28 years in the areas of computer networks, operating systems, security, and Java programming. He has done research in the area of distributed operating systems. Dr. Tis is also interested in computer science education and has published papers on curriculum design and pedagogy, and has conducted workshops on computer security.

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Dr. Anatoly Temkin has been a BU faculty member since 1989. He has taught numerous graduate and undergraduate courses from the math and computer science curricula. He is currently a professor and a graduate student advisor in the Boston University Metropolitan College.

Study Guide

The following material is collected here for your convenience. The study guides can also be accessed at the beginning of each weekly lecture.

Module 1 Study Guide and Deliverables

Readings: Online - Fundamentals of Computer

Systems

Online - Math 1 & Math 2

Schaum's outline of college algebra
chapters 1 & 2

Discussions: Module 1 Discussion Question
postings end Tuesday, February 5 at
5:00 PM ET, in the Module 1
Discussion Question Board under the
Class Discussions

Assignments: Assignment 1 due Tuesday, January
29 at 5:00 PM ET
Assignment 2 due Tuesday, February
5 at 5:00 PM ET

Assessments: Crediting Sources Quiz due Tuesday,
January 29 at 5:00 PM ET
Math Quiz 1 due Tuesday, January 29
at 5:00 PM ET
Math Quiz 2 due Tuesday, February 5
at 5:00 PM ET
Module 1 Quiz due Tuesday, February
5 at 5:00 PM ET

Module 2 Study Guide and Deliverables

Readings: Online - Data and Databases
Online - Math 3 & Math 4
Schaum's outline of college algebra
chapters 3 & 5

Discussions: Module 2 Discussion Question
postings end Tuesday, February 19 at
5:00 PM ET

Assignments: Assignment 3 due Tuesday, February
12 at 5:00 PM ET
Assignment 4 due Tuesday, February
19 at 5:00 PM ET

Assessments: Math Quiz 3 due Tuesday, February
12 at 5:00 PM ET
Math Quiz 4 due Tuesday, February
19 at 5:00 PM ET
Module 2 Quiz due Tuesday, February
19 at 5:00 PM ET

Module 3 Study Guide and Deliverables

Readings: Online - Data Communications and
Networks
Online - Math 5 & Math 6
Schaum's outline of college algebra
chapters 6–8

Discussions: Module 3 Discussion Question
postings end Tuesday, March 5 at 5:00
PM ET

Assignments: Assignment 5 due Tuesday, February
26 at 5:00 PM ET
Assignment 6 due Tuesday, March 5
at 5:00 PM ET

Assessments: Math Quiz 5 due Tuesday, February 26
at 5:00 PM ET
Math Quiz 6 due Tuesday, March 5 at
5:00 PM ET
Module 3 Quiz due Tuesday, March 5
at 5:00 PM ET

Module 4 Study Guide and Deliverables

Readings: Online - Basics of Software
Development using Java
Online - Math 7 & Math 8
Schaum's outline of college algebra
chapters 12 & 13

zyBooks Module 4 Part 1 & Part 2– all sections not marked optional

Discussions: Module 4 Discussion Question 4
postings end Tuesday, March 19 at
5:00 PM ET

Assignments: Assignment 7 due Tuesday, March 12
at 5:00 PM ET
Assignment 8 due Tuesday, March 19
at 5:00 PM ET

Assessments: Math Quiz 7 due Tuesday, March 12 at
5:00 PM ET
Math Quiz 8 due Tuesday, March 19 at
5:00 PM ET
Module 4 Quiz due Tuesday, March 19
at 5:00 PM ET

Module 5 Study Guide and Deliverables

Readings: Online - Basics of Java
Online - Math 9 & Math 10
Schaum's outline of college algebra
chapter 14
zyBooks Module 5 Part 1 & Part 2– all sections not marked optional

Discussions: Module 5 Discussion Question
postings end Tuesday, April 2 at 5:00
PM ET

Assignments: Assignment 9 due Tuesday, March 26
at 5:00 PM ET
Assignment 10 due Tuesday, April 2 at
5:00 PM ET

Assessments: Math Quiz 9 due Tuesday, March 26 at
5:00 PM ET
Math Quiz 10 due Tuesday, April 2 at
5:00 PM ET

Module 5 Quiz due Tuesday, April 2 at
5:00 PM ET

Module 6 Study Guide and Deliverables

Readings: Online - Programming in Java
Online - Math 11 & Math 12
Schaum's outline of college algebra
chapters 16 & 19
zyBooks Module 6 Part 1, Part 2, &
Part 3—all sections not marked
optional

Discussions: Module 6 Discussion Question
postings end Tuesday, April 16 at 5:00
PM ET

Assignments: Assignment 11 due Tuesday, April 9 at
5:00 PM ET
Assignment 12 due Tuesday, April 16
at 5:00 PM ET

Assessments: Math Quiz 11 due Tuesday, April 9 at
5:00 PM ET
Math Quiz 12 due Tuesday, April 16 at
5:00 PM ET
Module 6 Quiz due Tuesday, April 16
at 5:00 PM ET

Module 7 Study Guide and Deliverables

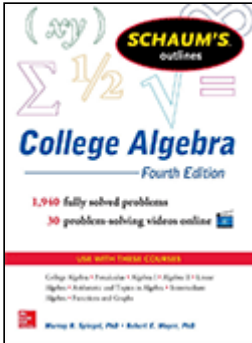
Readings: Online - Introduction to Object
Oriented Programming
zyBooks Module 7 Part 1 & Part 2– all
sections not marked optional

Assignments: Assignment 13 due Tuesday, April 23
at 5:00 PM ET
Assignment 14 due Tuesday, April 30
at 5:00 PM ET

Assessments: Module 7 Quiz due Tuesday, April 30
at 5:00 PM ET

Resources

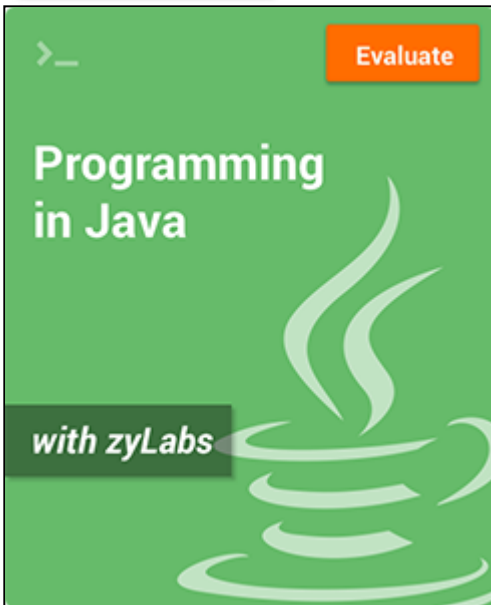
Required Books



Spiegel, M. R., & Moyer, R. E. (2014). *Schaum's outline of college algebra* (4th Edition). New York: McGraw-Hill Companies, Inc. ISBN 9780071821810.

[A list of errata for this book](#)

This eTextbook can be purchased from [Barnes and Noble at Boston University](#).



Programming in Java with zyLabs

You may purchase online at www.zybooks.com. Use zyBook code **BUCS200KeklakSpring2019** to register. Make sure you pick your correct group number and facilitator as your section when you register for the book. (Note: You will know your group number and facilitator name after logging into the course for the first time. Thus, you cannot purchase this book until after the course starts. We will not use this textbook until Week 7 of the course, so you will have plenty of time to get it setup.)

Required Software

You will be implementing a relational database using the MySQL relational database management system. You will use a distribution of MySQL called XAMPP which includes an apache web server, php, phpMyAdmin, and MySQL in the form of MariaDB. MariaDB is a carbon-copy version of MySQL that is maintained by one of the original writers of MySQL. For all practical purposes, it is identical to MySQL. The XAMPP software runs on a Mac, UNIX or Windows machine and is freely available at www.apachefriends.org.

You will be writing Java programs in this course and using the Oracle (Sun) Java Platform Standard Edition JDK (current or recent version). Instructions for downloading and installing this software can be found in module 4.

To facilitate the program development process, we will be using the Eclipse integrated development environment (IDE). This is an industrial-strength IDE used to develop large systems based on Java. Eclipse is also used in MET

CS520.

Both products have versions that run under Windows, OS X, and Linux.

General Software

We prefer if you submit all assignments in Microsoft Word (*.doc or *.docx) format. If you can't submit your work in a Word format, please make sure you submit your documents as a PDF.

You might also find a drawing program, such as Visio, useful in drawing diagrams required in some assignments but hand drawn diagrams are acceptable. Visio is available free to you from the Microsoft Imagine program discussed in a later section of this syllabus.

Boston University Library Information

Boston University has created a set of videos to help orient you to the online resources at your disposal. An introduction to the series is below:



All of the videos in the series are available on the [Online Library Resources](#) page, which is also accessible from the Campus Bookmarks section of your Online Campus Dashboard. Please feel free to make use of them.

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: Help & FAQs](#) 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.

Course Grading Information

The course is organized into seven learning modules, each two weeks long. All seven modules consist of one or two major information technology related topics and the first six modules also contain a mathematics component. Each module generally includes:

- two sets of review questions (one set IT related, the other math related)
- two graded math quizzes (only the first 6 modules)
- one graded IT quiz
- two graded IT assignments
- an optional math assignment which is not graded, however solutions are available online (only the first 6 modules)
- an optional extra credit discussion question in each module.

Grading Percentages	
Math Quizzes	20
IT Module Quizzes	20
Assignments	30
Final exam	30

There is an optional extra credit discussion question in each module. Participation in all discussions is worth a maximum of 3% towards your final grade. The discussion questions are accessible on the Class Discussion page in online campus course page.

Math quizzes are averaged based on total points since each quiz has a different number of questions. Each math question is worth 10 points. Your total math quiz points earned will be divided by the total points possible.

Letter grades will be assigned based on numeric average ranges according to the following:

Grade	Approximate Numeric Grade Range	Grade Points
A	95–100	4.0
A-	91–94.99	3.7
B+	87–90.99	3.3
B	83–86.99	3.0
B-	80–82.99	2.7
C+	76–79.99	2.3
C	72–75.99	2.0
C-	68–71.99	1.7
D	60–67.99	1.0
Fail	<60	0

Late Policy

While this course is online, it is not self-paced. It has been our experience that if a student gets behind in completing the material he or she will have great difficulty catching up, and sometimes never does. For these reasons, it is important that you complete the assignments and quizzes on time each week. Solutions to the assignments and answers to the quiz questions will be provided each week approximately 48 hours after the deadline.

To encourage timely submissions of assignments, as well as to be fair to everyone, there is a 10-point deduction for assignments submitted up to 24 hours late, and a 20-point deduction for assignments submitted 24–48 hours late. No assignments will be accepted 48 hours after the deadline.

Late quizzes are not accepted. Once the deadline on a weekly quiz is reached, the quiz is automatically made unavailable. Extending the deadline for a quiz is rarely done so be sure to complete quizzes in a timely fashion. If you have an extenuating circumstance (such as a death in the family or an unexpected hospital visit or serious illness), contact your facilitator quickly and he or she will work with the instructor to consider granting an exception to this policy. Work demands or just forgetting to take a quiz is not a valid extenuating circumstance since you have a

full week to schedule time in your schedule to take the quiz. Timely communication with your facilitator is essential if you have an extenuating circumstance affecting the submission of your work. Ideally, you should communicate with the facilitator before the due date passes.

No assignments or quizzes will be accepted for any reason once the solution has been released!

Please note late work is not accepted for week 14 deliverables for any reason due to the opening of the final exam the day after the Week 14 due date.

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.

Review Questions

- The review questions are for practice.
- The review questions are similar to the ones which will appear in quizzes.
- Your results on the review questions will not affect your grade.
- Unlike the quizzes, you may try the review questions as often as you would like.
- You are not required to take the review questions, although we strongly encourage you to do so.

Quiz Details

- You can access the quiz details from the assessments menu.
- The questions are either multiple answer (choose all that apply) or multiple choice (choose one).
- All questions are randomized including the order in which they appear as well as the order of the choices in multiple choice questions.
- The points for each question are shown.
- 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 45 minutes for the module (IT) quizzes and 60 minutes for the math quizzes. You should have enough time so that you aren't rushed.
- You can take each graded quiz only once.
- 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 facilitator or instructor immediately.

Other Questions

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

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

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.**

Important Message on Final Exams

Dear Boston University Computer Science Online Student,

As part of our ongoing efforts to maintain the high academic standard of all Boston University programs, including our online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses includes a proctored final examination.

By requiring proctored finals, we are ensuring the excellence and fairness of our program. The final exam is administered online, and the access will be available at the exam sites.

Specific information regarding final-exam scheduling will be provided approximately two weeks into the course. This early notification is being given so that you will have enough time to plan for where you will take the final exam.

I know that you recognize the value of your Boston University degree and that you will support the efforts of the University to maintain the highest standards in our online degree program.

Thank you very much for your support with this important issue.

Regards,

Professor Lou Chitkushev, Ph.D.
Associate Dean for Academic Affairs
Boston University Metropolitan College

Microsoft Imagine for Academic Institutions

Metropolitan College is a member of Microsoft Imagine for Academic Institutions (formerly DreamSpark), 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 Imagine Software Center](#).

Disability Services

In accordance with University policy, every effort will be made to accommodate unique and special needs of students with respect to speech, hearing, vision, or other disabilities. Any student who feels he or she may need an accommodation for a documented disability should contact the [Office of Disability Services](#) at (617) 353-3658 or at access@bu.edu for review and approval of accommodation requests.

Netiquette

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

Before posting to any discussion forum, sending 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 privately point them out 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 your faculty and 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.

Technical Support

Experiencing issues with BU websites or Blackboard?

It may be a system-wide problem. Check the BU Information Services & Technology (IS&T) [news page](#) for announcements.

Boston University technical support is available via email (ithelp@bu.edu), the [support form](#), and phone (888-243-4596). Please note that the IT Help Center has multiple locations. All locations can be reached through the previously mentioned methods. For IT Help Center hours of operation please visit their [contact page](#). For other times, you may still submit a support request via email, phone, or the support form, but your question won't receive a response until the following day. If you aren't calling, it is highly recommended that you submit your support request via the technical-support form as this provides the IS&T Help Center with the best information in order to resolve your issue as quickly as possible.

Examples of issues you might want to request support for include the following:

- Problems viewing or listening to sound or video files
- Problems accessing internal messages
- Problems viewing or posting comments
- Problems attaching or uploading files for assignments or discussions
- Problems accessing or submitting an assessment

To ensure the fastest possible response, please fill out the online form using the link below:

IT Help Center Support

888-243-4596 or 617-353-4357 or [Web](#)

Check your open tickets using [BU's ticketing system](#).

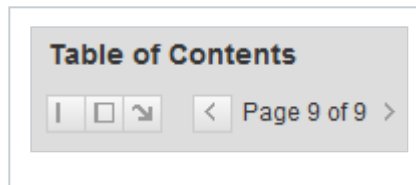
Navigating Courses

For best results when navigating courses, it is recommended that you use the Mozilla [Firefox](#) browser.

The Table of Contents may contain folders. These folders open and close (+ and – signs) and may conceal some pages. To avoid missing content pages, you are advised to use the next- and previous-page buttons (and icons) in the top-right corner of the learning content.

Please also familiarize yourself with the navigation tools, as shown below; these allow you to show and hide both the Course Menu and the Table of Contents on the left. This will be helpful for freeing up screen space when moving through the weekly lecture materials.

Navigation tools for the Table of Contents are shown in the image below:



Clicking on the space between the Course Menu and the Table of Contents allows you to show or hide the Course Menu on the left:



Web Resources/Browser Plug-Ins

To view certain media elements in this course, you will need to have several browser plug-in applications installed on your computer. See the Course Resources page in the syllabus of each individual course for other specific software requirements.

- Check your computer's compatibility by reviewing Blackboard's [System Requirements](#)
- Check your browser settings with Blackboard's [Connection Test](#)
- Download most recent version of [Adobe Flash Player](#)

- Download most recent version of [Adobe Acrobat Reader](#)

How to Clear Your Browser Cache

The IT Help Center recommends that you periodically [clear your browser cache](#) to ensure that you are viewing the most current content, particularly after course or system updates.

This page is also found within the "How to..." section of the [online documentation](#), which contains a list of some of the most common tasks in Blackboard Learn.

Boston University Metropolitan College