

**Common Course Outline**  
**CMSC/CINS 155**  
**Information Seeking through the Internet**  
**3 Semester Hours**

**The Community College of Baltimore County**

**Description**

**Information Literacy through the Internet**

Develops the ability to define an information need, understand available sources of information, and evaluate the information found; includes email, FTP, Telnet, web page development, and choosing, locating, and obtaining research materials on a wide range of topics to evaluate and analyze data and to make written reports and presentations.

Prerequisite: (RDNG 051 or LVR 1), (ENGL 051 or LVE 1), (ESOL 051 or LVE 1)

**Overall Course Objectives**

Upon successfully completing the course students will be able to:

1. identify important events and people in the history of the Internet. (V, 1)
2. define the term computer and the parts of a microcomputer system. (I, IV, 1, 2)
3. describe and use computer operating system, application software and information retrieval tools. (I, II, III, IV, 1,2,4,7,8,9)
4. identify and describe the components in the computer architecture. (I, IV, 1,2)
5. identify the major technology components behind the Internet. (IV, 2, 6)
6. explain basic concepts of how the Internet works, define the terminology associated with the Internet, and use the Internet to explore the wide range of offering in commerce, information, politics, and communication. (I, III, V, VI, 1,3,4,6,7,8,9)
7. explain the three facets of information literacy: define an information need, identify available sources of information, and evaluate information. (I, V, VI, 4, 8, 9)
8. use the Internet as an information retrieval tool, and collect, analyze, and use data for written and oral reports. (II, III, 2, 3, 4, 7, 8)
9. evaluate information gathered for timeliness, authority, accuracy, validity and completeness. (III, V, VI, 5,6,8,9)
10. use the Internet for communications through email, listservs, and chat rooms. (II, III, IV, 6)
11. create a web page using HTML tags. (II, III, VII, 3)
12. discuss ethical issues related to the Internet. (V, 5)
13. describe the uses and importance of data security. (I, II, III, 5, 6)
14. apply team concepts to utilize diverse skills (III, 7)
15. apply web design techniques to web page critiques. (II, IV, VI, 5, 6)
16. apply interface skills to enhance user interaction. ( II, 5, 8, 9)

**Major Topics**

- I. Basic Computer Concepts
  - A. Components
  - B. Software

1. System
  2. Application
- C. Hardware
  - D. Multimedia
  - E. Operating Systems
  - F. History and Development
  - G. User Interfaces

## II. What is the Internet and the World Wide Web

- A. History of the Internet
- B. Structure, organization, management of the Internet and WWW
- C. Using a browser

## III. Search Tools and Methods

- A. Identifying an Information Need
- B. Using directories and search engines
- C. Evaluating information found
- D. Citing information found including web and Internet resources

## IV. Communication Tools

- A. Electronic mail
- B. Listservs, chat rooms, bulletin boards

## V. Creating a web page

- A. Basic HTML tags
- B. HTML Editors

## VI. Issues Related to the Internet

- A. Social Impact
  1. Privacy
  2. Data Security
  3. Personal Rights
  4. Freedom
  5. Ethics
- B. Copyrights, security
- C. E-Commerce
- D. Future of the Internet

## VII. Challenges to Further Growth

- A. Bandwidth
- B. Digital Divide
- C. Technology Lag

### **Course Requirements (General Education Goal #VII)**

Grading: Grading procedures will be determined by the individual faculty member, will be provided the first week of class, and will include the following:

1. Oral Report: The student will give a brief (three to five minutes) report on a current event in Internet Technology
2. Written Paper: The student will use the Internet, library, and other sources of information to write a paper on a topic of his/her interest, as approved by the instructor. References will be cited according to guidelines.

3. At least two Tests, Exams, and/or Quizzes: Individual faculty will notify students of the testing procedures to be used.
4. Web Page: Each student will be required to design, create, and publish a web page.
5. Comprehensive Final Exam: The course will include a comprehensive final exam, which may include a final project.
6. Final Grades: Grades will be determined by individual faculty members.

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectations stated in the Common Course Outline.

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvements of CCBC's course and programs.