

IT 280 – Computer Networking

Course Syllabus and Calendar – Fall 2014

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Brigham Young University–Hawai‘i

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Certain content is required in all BYUH syllabi. Section 9 gives a convenient summary of that content.

Students may find sections 1 through 4 to be immediately beneficial as they seek to understand this class and the manner in which it will be conducted. Read those first. The remaining sections give additional depth and breadth.

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1 Overview

It is hard to imagine a world without the Internet. Networking has made the sharing of information much faster than it was before. We get emails

and instant messages with pictures attached instead of waiting days for postal delivery. We register “on-line” for classes instead of waiting “in line” to pull computer cards. We buy worldwide from Amazon or eBay or locally from Craig’s List instead of visiting our local bricks-and-mortar store. We research on Google instead of at the library.

People love being connected. But sometimes networks break. The world needs workers with technical skills. This course is focused on those skills: creating the wiring, connecting the computers, and making networks.

This course is an introductory course that will prepare you to understand, set up, and operate your own home network, or small business, or maybe even Internet Café. You will understand the fundamentals of networking and what technical things are necessary for success with those activities.

This course lays the foundation to prepare you to take other courses in the IT major, such as:

IT 426, Computer Network Servers, is an advanced course where you can develop skill and experience configuring and operating network servers.

IT 480, Computer Network Design, is an advanced course where you can develop skill and experience configuring networking equipment such as switches and routers.

1.1 Expected Proficiencies

We assume you have no special networking experience whatever. We expect you can read, type, send and receive email, and visit web sites. Everything else we will teach you.

2 Course and Faculty

2.1 Course Information

- **Title:** Computer Networking
- **Course Number:** IT 280
- **Course Description:** (from the catalog) End-user fundamentals including local area networks, home networks, wireless networks, routers, firewalls, ports, address sharing, dynamic host configuration, OSI model, IPv4, netmasks, subnets, and troubleshooting.
- **Prerequisites:** none
- **Semester/Year:** Fall 2014
- **Semester Code:** 2145
- **Meeting Time:** MWF 11:00 to 12:00
- **Location:** GCB 140
- **First Day of Instruction:** Mon, Sep 08
- **Last Day to Withdraw:** Fri, Oct 31
- **Last Day of Instruction:** Mon, Dec 08
- **Final Exam:** Wed, Dec 10, 10:00 to 12:50

2.2 Faculty Information

- **Instructor:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** MWF 14:30 to 15:30.
- **Email:** doncolton2@gmail.com
- **Campus Homepage:**
<http://byuh.doncolton.com/> is my campus homepage. It has my calendar and links to the homepages for each of my classes.
- **Off-Campus Homepage:**
<http://doncolton.com/> is my off-campus homepage.

I have reserved GCB 111 on MWF 14:30 to 15:30 so my IT 280 students (and others) can study in a lab setting and meet with me and each other. I allow the room as an Open Lab for your use either individually or in groups, for my class or for other classes. MWF 14:30 to 15:30 I will be present in GCB 111 or in my office to assist students that come.

2.3 Course Readings and Materials

- **Textbook:**
<http://n101.tk/> Networking 101, An Introduction To Networking, covering Internet Ba-

sics, Home Networks, Wi-Fi, Security, and IPv4. By Don Colton.

- **Learning Management System:**
<https://dcquiz.byuh.edu/> is the learning management system for my courses.
- **Course Homepage:**
<http://byuh.doncolton.com/it280/> is my course homepage. It has links to many things including the syllabus, study guide, and textbook.
- **Study Guide:**
<http://byuh.doncolton.com/it280/2145/sguide.pdf> is the study guide for this course. It includes a copy of some or all of this syllabus. The study guide is updated frequently throughout the semester as assignments are made and deadlines are established or updated.

3 Calendar

Mo Sep 08 First Day of Instruction
 We Sep 10 Read Unit 1: Networking Basics
 Fr Sep 12 E1 bonus (last 30 min)
 Mo Sep 15 L1 Ethernet Cables
 We Sep 17 Discuss SN
 Fr Sep 19 E1 exam (last 30 min)
 Mo Sep 22 Read Unit 2: OSI Model
 We Sep 24
 Fr Sep 26 E2 bonus (last 30 min)
 Mo Sep 29
 We Oct 01 Field Trip to HJGB
 Fr Oct 03 E2 exam (last 30 min)
 Mo Oct 06 Read Unit 3: Home Networking
 We Oct 08 L2 Router Configuration
 Fr Oct 10 E3 bonus (last 30 min)
 Mo Oct 13 L2 Router Configuration
 We Oct 15
 Fr Oct 17 E3 exam (last 30 min)
 Mo Oct 20 Read Unit 4: Wireless Networking
 We Oct 22 E4 bonus (last 30 min)
 Fr Oct 24 E4 exam (last 30 min)
 Mo Oct 27 Read Unit 5: Security
 We Oct 29 L3 Password Report
 Fr Oct 31 E5 bonus (last 30 min)
 Fr Oct 31 ** Last Day to Withdraw
 Mo Nov 03
 We Nov 05
 Fr Nov 07 E5 exam (last 30 min)
 Mo Nov 10 Read Unit 6: IPv4 Addressing
 We Nov 12 Discuss SS
 Fr Nov 14 E6 bonus (last 30 min)

Mo Nov 17 Discuss SS, SV
 We Nov 19 L4 Dia Network Diagram
 Fr Nov 21 E6 exam (last 30 min)
 Mo Nov 24 Read Unit 7: Power Tools
 We Nov 26 E7 bonus (last 30 min)
 Fr Nov 28 No Class: Thanksgiving Friday
 Mo Dec 01 Traceroute
 We Dec 03 Wireshark
 Fr Dec 05 E7 exam (last 30 min)
 Mo Dec 08 Last day for late work
 We Dec 10 Exam v7, 10:00 to 12:50, GCB 140

We meet about 39 times plus the final exam.

Exam dates are firm. The exam dates will not change unless there is a fire or a flood or something. Exams are closed-book, closed-notes, closed-neighbor, etc. You can bring blank paper. **Some memorization is required.**

Readings should be completed before class on the day assigned. They should prepare you for the learning activities of the day. Do your best to understand the readings, but please read them even if you do not understand things fully. Then you can ask better questions.

Other daily topics are flexible, and will be adjusted according to the pace at which students are learning. The due date and deadline for activities will be published in the study guide and mentioned in class. The study guide will be updated as needed throughout the semester.

4 Grading

I use a 60/70/80/90 model based on 1000 points.

Based on 1000 points

930+	A	900+	A-	870+	B+
830+	B	800+	B-	770+	C+
730+	C	700+	C-	670+	D+
630+	D	600+	D-	0+	F

The points are divided up as follows.

- Daily Update 35 (max 39)
- Daily Quiz 85
- Readings 50
- Study Time 80 (max 84)
- Labs 160
- Memorization Exams 400 (max 440)
- Skills Tests 190

4.1 Tracking Your Grade

In my LMS, I keep several online grade books so you can see how your points are coming along. This lets you compare yourself with other students in the class (without seeing their names).

2145 IT 280 Overall Grade Book: This includes the totals from all the other grade books. This is where you can find your final grade at the end of the course.

2145 IT 280 Daily Update Grade Book

2145 IT 280 Daily Quiz Grade Book

2145 IT 280 RST Grade Book: This tracks readings and study time.

2145 IT 280 Exam Grade Book: This tracks your performance on exams.

4.2 Daily Update (35 points)

Each day in class starts with the “daily update” (DU). It is my way of reminding you of due dates and deadlines, sharing updates and news, and taking roll. It is your way of saying something anonymously to each other and to me. It must be taken in class at a classroom computer during a window of time that starts a few minutes before class and ends 5 minutes into class.

Tardiness: My tardiness policy is that you should arrive in time to complete the daily update. Generally if you are only four minutes late or less, you will have time to complete the daily update before the deadline.

The DU is worth one point per class period, with 35 points expected (for 35 hours out of 39 class periods).

Attendance: My attendance policy is that you will attend at least 35 hours during the course. Anything beyond 35 points is extra credit. It is also a reward for coming on time, or close enough that you can do the update.

As part of the Daily Update, when readings are due I will ask you whether you read the assigned pages. I will use your report to update your readings points.

As part of the Daily Update, once a week I will ask you how much time you spent studying the previous week. I will use your report to update your study time points. See “Study Time” below for informa-

tion.

4.3 Daily Quiz (85 points)

Right after prayer on most days (not exam days), there will be a short quiz (about a minute) based on the assigned readings. It will consist of three random questions that are based on the assigned readings in the text book.

4.4 Readings (50 points)

We award points for doing the readings, which means reading every word of the narrative portions assigned, and looking over any other material that is presented. The expectation is not 100% comprehension, but is 100% familiarity and as much comprehension as you can reasonably gain by normal reading. This provides a basis for us when we do in-class activities.

Reading Due Dates: (Mostly Mondays.)

We Sep 10 6 points, U1: Networking Basics
 Mo Sep 22 8 points, U2: OSI Model
 Mo Oct 06 9 points, U3: Home Networking
 Mo Oct 20 4 points, U4: Wireless Networking
 Mo Oct 27 7 points, U5: Security
 Mo Nov 17 9 points, U6: IPv4 Addressing
 Mo Dec 01 7 points, U7: Power Tools

Readings are worth full credit if completed before class on the date they are due, and are worth half credit (rounded up) if completed later, but before the late-work deadline, Mon, Dec 08.

Credit is based on an all-or-nothing statement by the student in response to the question: Did you complete all of the assigned readings?

4.5 Study Time (80 points)

Keep a written daily log of the time you spend studying. We award points for study time (ST), which is time spent outside of class engaging with materials directly related to this course.

Each week you are invited to report, on your honor, how many hours outside of class you studied during the previous week, Sunday morning through Saturday night. We award one "effort" point per hour of "study," for a total of 6 points per week, whether there is a holiday or not.

There are 14 weeks. $14 \times 6 = 84$. Points beyond 80 are extra credit.

Most students max out the study time points each week. This provides them with extra credit that helps ensure they get a good grade in the class.

Carry Forward: If you study more hours than the maximum for which I will give credit, you are invited to report them, and also carry forward the extra hours and report them in the next week. For example, if 6 hours is the maximum that counts and you studied 15 hours, you can report 15 hours of study, and I would count the first 6 hours. You would then take the remaining 9 hours and count it toward the following week.

There is no Carry Backward.

Audits: Some students have claimed hours that I find surprising. If I ask for details, you should be able to explain how you calculated your hours. How much carry forward did you have? How much did you study day by day. Keep a daily log.

4.6 Some Points are Optional

The readings and study time points are partly there as a safety net. They are meant to be easy to earn. They help to make sure you will pass the class.

But when I calculate your final grade, I do it several ways:

- (a) Counting every point, based on 1000 total points.
- (b) Counting all but readings and study time, based on 870 total points.

I grade several ways because some students have previous experience (or natural genius) and do not need to study as much.

I use whichever method gives you the best grade.

4.7 "E" Exams (400 pts)

E1 through E7: These exams cover the readings in Units 1 through 7. The exams are mostly about knowing answers to common questions, and involve memorizing facts and terminology.

For each E test you have three opportunities. The first is the bonus test, and the score you earn is granted a 10% bonus. The second is the regular

test. The third is on the day of the final exam. You can take each test all three times. We will keep your highest score.

To assist in your studies for these exams, practice tests will be made available after the bonus test happens.

The tests are listed here with the estimated number of points in each test. If the actual number of points differs, the total will be scaled to 400.

E1: (47 pts) Basics, Unit 1

E2: (83 pts) OSI Model, Unit 2

E3: (57 pts) Home Networking, Unit 3

E4: (33 pts) Wi-Fi, Unit 4

E5: (57 pts) Security, Unit 5

E6: (78 pts) IPv4, Unit 6

E7: (45 pts) Tools, Unit 7

4.8 “S” Exams (190 pts)

SN: (70 pts) q25 Skill Numbers

SS: (70 pts) q50 Skill Subnets

SV: (50 pts) q51 VLSM Subnets

These skills-based exams are based on skills taught in the book or in class. There is no bonus test. Practice tests are available all semester long.

Retakes: Because these are easy to grade but can require time to master, you can take these each exam day, and your highest score will be kept.

4.9 Final Exam

The Final Exam time is Wed, Dec 10, 10:00 to 12:50. It consists of an opportunity to retake any or all exams previously given. If you are already satisfied with your scores, you can skip the final.

4.10 Labs (160 pts)

L1: (40 pts) Lab 1: Ethernet Cables

L2: (40 pts) Lab 2: Router Configuration

L3: (40 pts) Lab 3: Password Report

L4: (40 pts) Lab 4: Dia Network Diagram

4.11 Other Extra Credit

Some extra credit is available with the bonus tests, the daily updates, and study time. Other extra credit is also available.

Report an error in my formal communications (the published materials I provide), so I can fix it. In this class, the materials include the following:

- The course website, parts relating to this semester.
- The course syllabus.
- The course study guide.
- The course textbook, since I wrote it.

Each error reported can earn you extra credit. (Typos in my email messages are all too common and do not count.)

Syllabus errors (unless they are major) will probably be fixed only in the study guide. Check there before reporting it.

5 Instructional Methods

Exams happen on scheduled exam days. Exams are an instructional method that brings you, the student, face to face with the challenges you need to be able to solve.

Lecture days happen occasionally. I review material that was assigned from the text book and do what I can to make it clear and interesting. These can take up most of the class hour, and happen more often at the start of the course than they do later on.

Activity days present a lab situation where we work to create something.

5.1 BYUH Learning Framework

I believe in the BYUH Framework for Learning. If we follow it, class will be better for everyone.

5.2 Prepare for IT 280

Prepare: Before class, study the course material and develop a solid understanding of it. Try to construct an understanding of the big picture and how

each of the ideas and concepts relate to each other. Where appropriate use study groups to improve your and others' understanding of the material.

In IT 280: Do the readings for each unit before the first unit test. There is more than we could cover in class because we all learn at different rates. Our in-class time is better spent doing activities and answering your questions than listening to my lectures.

5.3 Engage in IT 280

Engage: When attending class actively participate in discussions and ask questions. Test your ideas out with others and be open to their ideas and insights as well. As you leave class ask yourself, "Was class better because I was there today?"

In IT 280: Participate in the in-class activities. Those that finish first are encouraged to help those that want assistance. It is amazing what you can learn by trying to help someone else.

5.4 Improve at IT 280

Improve: Reflect on learning experiences and allow them to shape you into a more complete person: be willing to change your position or perspective on a certain subject. Take new risks and seek further opportunities to learn.

In IT 280: After each exam, I usually allow you to see every score and every comment and every answer submitted for every question. Review your answers and those of other students. See how your answers could be improved. If you feel lost, study the assigned readings again and ask questions.

5.5 Support

The major forms of support are (a) open lab, (b) study groups, and (c) tutoring.

If you still need help, please find me, even outside my posted office hours.

5.6 Office Hour / Open Lab

I have reserved GCB 111 on MWF 14:30 to 15:30 so my IT 280 students (and others) can study in a lab setting and meet with me and each other. I allow the

room as an Open Lab for your use either individually or in groups, for my class or for other classes. MWF 14:30 to 15:30 I will be present in GCB 111 or in my office to assist students that come.

The CIS department operates an open lab with tutors in GCB 111 most afternoons and evenings.

5.7 Study Groups

You are encouraged to form a study group. If you are smart, being in a study group will give you the opportunity to assist others. By assisting others you will be exposed to ideas and approaches (and errors) that you might never have considered on your own. You will benefit.

A good time for your study group to meet is during the open lab time. Eat lunch together (carefully) and work on the class activities.

If you are struggling, being in a study group will give you the opportunity to ask questions from someone that remembers what it is like to be totally new at this subject. They are more likely to understand your questions because they sat through the same classes you did, took the same tests as you did, and probably thought about the same questions that you did.

Most of us are smart some of the time, and struggling some of the time. Study groups are good.

5.8 Tutoring

The CIS department provides tutoring in GCB 111, Monday through Friday, typically starting around 5 PM and ending around 11 PM (but earlier on Fridays). Normally a schedule is posted on one of the doors of GCB 111.

Tutors can be identified by the red vests they wear when they are on duty.

There are networking-savvy student workers in GCB 103. They are not dedicated tutors like the 111 tutors. Instead, they work on building the CIS network and maintaining the CIS labs. But they are sometimes available to answer questions.

If you still need help, please come and see me, even outside my posted office hours.

6 Course Policies

Subject to Change: Like all courses I teach, I will be keeping an eye out for ways this one could be improved. Changes generally take the form of opportunities for extra credit, so nobody gets hurt and some people may be helped. If I make a change to the course and it seems unfair to you, let me know and I will try to correct it. If you are brave enough, you are welcome to suggest ways the class could be improved.

Digital Recording: I may digitally record the audio of my lectures some days. This is to help me improve my teaching materials.

6.1 Excused Absences

There are many good reasons why students request special treatment. Instead of dealing with these as they arise, based on my past experience, I have adopted general policies that are intended to accommodate all but the most difficult cases.

6.2 Reasonable Accommodation

This section covers special needs, including qualified special needs, as well as all other requests for special treatment.

I have carefully designed each of my classes to provide reasonable accommodation to those with special needs. Beyond that, further accommodation is usually considered to be unreasonable and only happens in extreme cases. Please see the paragraph on “Accommodating Special Needs” below for more information.

Ample Time: Specifically, I allow ample time on tests so that a well-prepared student can typically finish each test in half of the time allowed. This gives everyone essentially double the amount of time that should normally be needed.

Exam Retakes: Each exam is given three times (sometimes more), and I keep the highest score that was earned. This handles the case of persons that are unable to attend class or function at their best on any given day.

I consider the first attempt to be routine. The first time the exam is given, a bonus of 10% is added to

your score. This is to encourage you to prepare well for the exam.

I consider the second and third attempts to be an accommodation for anyone that might need it. The scheduled final exam is Wed, Dec 10, 10:00 to 12:50. The final consists of that third opportunity to re-take **any** exam that was offered during the semester. If you are happy enough with your previous scores, **you can probably skip the final.**

As a side effect of this three-tries approach to exams, it is also true that any student can miss any one or two days of class for any reason without messing up their grade.

On the other hand, the retakes are limited. If you have issues every single time the test is given, I do draw the line, and I will not give additional chances. Additional retakes are not considered to be a “reasonable” accommodation. Additional retakes or make-ups are not offered except in highly unusual circumstances.

Extra Credit: I have built about 10% of slack into the grading so you can miss a few points here or there and make them up elsewhere.

Deadlines: Most assignments are due soon after they are discussed, but I normally allow late work at full credit for several more weeks (except at the end of semester).

Even though I truly believe that these methods provide reasonable accommodation for almost everyone in almost every case, you might have a highly unusual situation for which I can and should do even more. You are welcome to see me about your situation.

6.3 Communication

We communicate with each other both formally and informally.

Formal communication tends to be written and precise. Formal is for anything truly important, like grades. Formal is authoritative.

Informal communication tends to be more casual and impromptu. Informal is meant to be helpful and efficient. Reminders are informal. Emails are informal. Explanations are usually informal.

6.3.1 From Me to You, Formal

I communicate formally, in writing, through (a) the syllabus, (b) the study guide, and (c) the learning management system.

(a) Syllabus: <http://byuh.doncolton.com/it280/2145/syl.pdf> is the syllabus for this course. It tells our learning objectives and how you will be graded overall. You can rely on the syllabus. After class begins, it is almost never changed except to fix major errors.

(b) Study Guide: <http://byuh.doncolton.com/it280/2145/sguide.pdf> is the study guide for this course. It includes a copy of the syllabus. The study guide is updated frequently throughout the semester, as assignments are made and deadlines are established or updated.

(b1) Calendar: The study guide tells when things will happen. It contains specific due dates.

(b2) Assignments: The study guide tells what assignments have been made and how you will be graded, item by item. It provides current details and specific helps for each assignment. It provides guidance for taking the exams.

(c) DCQuiz: <https://dcquiz.byuh.edu/> is my learning management system. I use it to give tests. I use it to show you my grade books.

6.3.2 From Me to You, Informal

My main informal channels to you are (a) word of mouth and (b) email.

(a) Word of Mouth, including Lecture: Class time is meant to be informative and helpful. But if I say anything truly crucial, I will also put it into the study guide.

(b) Email: My emails to you are meant to be helpful. But if I say anything truly crucial, I will also put it into the study guide. Normally I put IT 280 at the front of the subject line in each email I send.

6.3.3 From You to Me, Formal

Your formal channels to me, specifically how you turn in class work, are mainly via (a) the learning management system, (b) email, and (c) specifically requested projects.

(a) DCQuiz: To use my learning management system, you must log into it. Then, you can respond to questions I have posted. Each day there will be a “daily update”. I say more on that below. Exams will also be given using DCQuiz.

(b) Email: You will use formal email messages to submit some of the programs you write and to tell me certain other things. The study guide tells how to send formal emails, including where to send them, what subject line to use, and what to put in the body of the message.

(c) Student Projects: The study guide may tell you to submit certain work in the form of a webpage or web-based program. If so, it will say specifically where to put it. I will go to that spot to grade it.

6.3.4 From You to Me, Informal

Your informal channels to me, typically how you ask questions and get assistance, are mainly face to face and by email or chat.

Face to Face: If you need help with your class work, I am happy to look at it and offer assistance. Often this happens during class or during office hours. Often I will have you put your work on your computer screen, and then I will take a look at it while we talk face to face.

Email / Chat: You can also get assistance by sending me an email or doing a chat. I will do my best to respond to it in a reasonable and helpful way. If you want something formal, use the formal rules.

If you are writing about several different things you will usually get a faster response if you break it up into several smaller emails instead of one big email. I try to respond to a whole email at once, and not just part of it. I usually answer smaller and simpler emails faster than big ones.

7 Learning Outcomes

Outcomes (sometimes called objectives) are stated at several levels: ILO, PLO, and CLO. In this section we set forward these outcomes and tell how they are aligned with one another.

7.1 ILOs: Institutional Outcomes

ILO: Institutional Learning Outcomes (ILOs) summarize the goals and outcomes for all graduates of BYUH.

Brigham Young University Institutional Learning Objectives (ILOs) Revised 24 February 2014

Graduates of Brigham Young University–Hawai‘i will:

Knowledge: Have a breadth of knowledge typically gained through general education and religious educations, and will have a depth of knowledge in their particular discipline.

Inquiry: Demonstrate information literacy and critical thinking to understand, use, and evaluate evidence and sources.

Analysis: Use critical thinking to analyze arguments, solve problems, and reason quantitatively.

Communication: Communicate effectively in both written and oral form, with integrity, good logic, and appropriate evidence.

Integrity: Integrate spiritual and secular learning and behave ethically.

Stewardship: Use knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.

Service: Use knowledge, reasoning, and research to solve problems and serve others.

7.2 PLOs: Program Outcomes

PLO: Program Learning Outcomes (PLOs) summarize the goals and outcomes for graduates in programs for which this course is a requirement or an elective. These support the ILOs, but are more specific.

At the end of this section, we include the relevant page from the CIS Program Outcomes Matrix, dated April 2011.

The following outcomes are pursued at the levels indicated.

Medium: **Practiced with Feedback**

(a) An ability to apply knowledge of computing and mathematics appropriate to the discipline.

Medium: **Practiced with Feedback**

(b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.

Medium: **Practiced with Feedback**

(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

Medium: **Practiced with Feedback**

(e) An understanding of professional, ethical, legal, security and social issues and responsibilities.

Medium: **Practiced with Feedback**

(f) An ability to communicate effectively with a range of audiences.

Low: **Introduced**

(h) Recognition of the need for and an ability to engage in continuing professional development.

Medium: **Practiced with Feedback**

(i) An ability to use current techniques, skills, and tools necessary for computing practice.

Medium: **Practiced with Feedback**

(IT j) An ability to use and apply current technical concepts and practices in the core information technologies.

Low: **Introduced**

(IT k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

Low: **Introduced**

(IT l) An ability to effectively integrate IT-based solutions into the user environment.

7.3 CLOs: Course Outcomes

CLO: Course Learning Outcomes (CLOs, also called Student Learning Outcomes, or SLOs) summarize the goals and outcomes for students who successfully complete this course. These support the PLOs, but are more specific.

Course Goals and Student Learning Outcomes are as follows:

By the conclusion of this course, students will do the following:

Internet: Explain how the Internet works. This includes topics such as connecting to the Internet, using the domain name system and using dynamic

host configuration.

Home Networking: Properly set up a home network. List and explain the different objects, media, and devices used in a home network that is connected to the Internet through an ISP. Design, install, configure, and manage a simple LAN, install services, and connect the LAN to the Internet.

Wireless Networking: Design, install, configure, and manage a simple wireless LAN. This includes channel selection, WEP/WPA, SSID, and antenna considerations.

Security: Explain what security typically exists and how to get more. Includes password selection, firewalls, and issues with opening up ports for gaming.

Theory: Explain the following basic concepts: OSI 7-layer stack, protocol data units (packets, frames, etc.), udp, tcp, arp, and ports.

IPv4 Addressing: Explain network masks, subnetting, address classes, private IP addresses, MAC addresses, collision domains, broadcast domains, and what a LAN is.

Power Tools: Demonstrate the use of common network applications and utilities including ping, traceroute, ipconfig, dig, nmap, ssh, telnet, ftp, and Wireshark.

8 General Topics

All syllabi are encouraged or required to address certain topics. These are generally considered to be common sense, but we find that it is useful to mention them explicitly anyway.

8.1 Academic Integrity

8.1.1 Applicable Actions

<http://honorcode.byuh.edu/> details the university honor code. In the section entitled “Applicable Actions” the following are listed.

Examples of possible actions include but are not limited to the following, for instructors, programs, departments, and colleges:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test, or course.
- Removing the student from the course.
- Recommending probation, suspension, or dismissal.

Depending on the specifics of the offense, any of these responses may be possible.

Cheating on exams is the most common form of dishonesty that I normally encounter. Normally this happens when students bring in notes that include answers to past exam questions. I approve the studying of past exams, and bringing in of “memories” based on study, but not the access to written notes, including notes retrieved from other exams or stored on cell phones or other devices. Any such activity, if caught, can result in failure of the entire course.

Cheating on activities is almost impossible to detect because I allow students to collaborate and assist each other. Copy and paste is not allowed, but it is difficult to detect and prove, so I normally do not bother. You should try to understand the work you submit because it helps you prepare for the exams and future courses.

8.1.2 Plagiarism

We learn by watching others and then doing something similar.

Plagiarism: Sometimes it is said that plagiarism is copying from one person, and research is “copying” from lots of people.

When you are having trouble with an assignment, I encourage you to look at not just one, but many examples of work done by others. Study the examples. See what you can learn from them. Do not automatically trust that they are right. They may be wrong.

<http://en.wikipedia.org/wiki/Plagiarism> has a wonderful article on plagiarism. Read it if you are not familiar with the term. Essentially, plagiarism is when you present the intellectual work of other people as though it were your own. This may happen by cut-and-paste from a website, or by group work on homework. In some cases, plagiarism may also create a violation of copyright law. If you borrow wording from someone else, identify the source.

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor.

Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one’s own work.

IT 280: On exams you are required to work from personal memory, using only the resources that are normally present on your computer. This means the exams are closed book and closed notes.

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and student conduct in the course. Observations and reports of academic dishonesty shall be investigated by the instructor, who will determine and take appropriate action, and

report to the Honor Code Office the final disposition of any incident of academic dishonesty by completing an Academic Dishonesty Student Violation Report. If the incident of academic dishonesty involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should also be reported to University Police. If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, the student may have the matter reviewed through the university's grievance process.

8.2 Sexual Misconduct

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Brigham Young University–Hawai'i is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities.

University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYUH, including student-to-student sexual harassment.

The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYUH compliance with Title IX:

Debbie Hippolite-Wright
 Title IX Coordinator
 Vice President, Student Development & Life
 Lorenzo Snow Administration Building
 55-220 Kulanui Street
 Laie, Hawaii 96762
 Office Phone: 808-675-4819
 E-Mail: debbie.hippolite.wright@byuh.edu
 Sexual Harassment Hotline: 808-780-8875

BYUH's Office of Honor upholds a standard which states that parties can only engage in sexual activity

freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

8.3 Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat and clean, consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher learning. Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church. Members of the BYUH community commit themselves to observe these standards, which reflect the direction given by the Board of Trustees and the Church publication, "For the Strength of Youth." The Dress and Grooming Standards are as follows:

Men. A clean and neat appearance should be maintained. Shorts must cover the knee. Hair should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of mouth. Men are expected to be clean shaven and beards are not acceptable. (If you have an exception, notify the instructor.) Earrings and other body piercing are not acceptable. For safety, footwear must be worn in all public places.

Women. A modest, clean and neat appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing, has slits above the knee, or is form fitting. Dresses, skirts, and shorts must cover the knee. Hairstyles should be clean and neat, avoiding extremes in styles and color. Excessive ear piercing and all other body piercing are not appropriate. For safety, footwear must be worn in all public places.

8.4 Accommodating Special Needs

Brigham Young University–Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with dis-

abilities. If you have a disability and need accommodations, you may wish to self-identify by contacting:

Services for Students with Special Needs

McKay 181

Phone: 808-675-3518 or 808-675-3999

Email address: aunal@byuh.edu

The Coordinator for Students with Special Needs is Leilani A'una.

Students with disabilities who are registered with the Special Needs Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Services for Students with Special Needs, and with permission of the student, Letters of Accommodation will be sent to instructors.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 808-780-8875.

9 Syllabus Summary

Brigham Young University–Hawai‘i has adopted certain requirements relating to the information that must be provided in syllabi. This section lists those requirements and for each item either provides the information directly or gives a link to where it is provided above.

Course Information: See section 2.1.

- **Title:** Computer Networking
- **Number:** IT 280
- **Semester/Year:** Fall 2014
- **Credits:** 3
- **Prerequisites:** none
- **Location:** GCB 140
- **Meeting Time:** MWF 11:00 to 12:00

Faculty Information: See section 2.2.

- **Name:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** MWF 14:30 to 15:30.
- **Telephone:** 808-675-3478
- **Email:** doncolton2@gmail.com

Course Readings/Materials: See section 2.3 for a list of textbooks, supplementary readings, and supplies required.

Course Description: See section 2.1.

Expected Proficiencies:

See section 1.1 for the proficiencies you should have before undertaking the course.

Course Goals and Student Learning Outcomes, including Alignment to Program (PLOs) and Institutional (ILOs) Learning Outcomes, and extent of coverage.

See section 7 for learning outcomes, showing the content of the course and how it fits into the broader curriculum. A listing of the departmental learning outcomes is provided together with the ratings taken from department’s matrix assessment document representing the degree to which the course addresses each outcome.

Instructional Methods: See section 5.

Learning Management System:

<https://dcquiz.byuh.edu/> is the learning management system for my courses.

Framework for Student Learning:

See section 5.1 for a discussion of the student learning framework and how I use it.

Course Calendar: See section 3 for the calendar in general.

Here are some items of particular interest:

- **First Day of Instruction:** Mon, Sep 08
- **Last Day to Withdraw:** Fri, Oct 31
- **Last Day of Instruction:** Mon, Dec 08
- **Final Exam:** Wed, Dec 10, 10:00 to 12:50
- **Final Exam Location:** GCB 140

Course Policies: See section 6.

- **Attendance:** See section 4.2.
- **Tardiness:** See section 4.2.
- **Class Participation:** See section 5.3.
- **Make-Up Exams:** See section 6.2.
- **Plagiarism:** See section 8.1.2.
- **Academic Integrity:** See section 8.1.

Evaluation (Grading): See section 4.

Academic Honesty: See section 8.1.

Sexual Harassment and Misconduct: See section 8.2.

Grievances: The university grievance policy states that the policies listed on the syllabus can act as a contract and will be considered if a student complains about the faculty.

Services for Students with Special Needs: See section 8.4.