Unit 1: Using Technology—Navigating the Internet

Overview

Welcome to the digital age! In the 21 Century, technology has become an integral part of our daily lives, especially for students. Navigating the internet efficiently is not only essential for completing assignments but also for enhancing overall productivity and staying updated with the latest information. In this guide, we'll explore the history of technology, its impact on education, and how students can leverage it to excel in their academic endeavors.

History of Technology:

The journey of technology dates back centuries, from the invention of the printing press by Johannes Gutenberg in the 15th century to the development of the first electronic computers in the mid-20th century. With each advancement, the world became increasingly interconnected, leading to the birth of the internet in the late 20th century. The internet revolutionized communication, research, and access to information, laying the foundation for the digital era we live in today.

Impact on Education:

Technology has transformed the landscape of education, providing students with unprecedented access to resources and tools. With computers, tablets, and smartphones, students can now access vast repositories of knowledge with just a few clicks. Online learning platforms, digital textbooks, and educational apps have made learning more interactive and engaging. Additionally, technology has enabled collaborative learning, allowing students to connect with peers and educators from around the globe.

Using Technology to Complete Assignments

1. Designing Writing: Utilize word processing software like Microsoft Word or Google Docs to draft and format your assignments professionally. These tools offer features such as spell check, grammar correction, and formatting options to enhance the quality of your writing.
2. Researching Information: Leverage the power of search engines like Google or academic databases such as JSTOR to find relevant information for your assignments. Use keywords, filters, and advanced search techniques to narrow down your results and access credible sources.
3. Publishing Writing: Share your work with the world by publishing it on personal blogs, academic platforms, or social media. Consider the audience and purpose of your writing and choose the appropriate platform for dissemination.
4. Documenting Sources: When citing electronic sources, adhere to citation styles such as APA, MLA, or Chicago. Use citation management tools like Zotero or EndNote to organize your references and generate citations automatically.

Computer-Related Occupations

The evolution of technology has given rise to a myriad of career opportunities in the field of computer science and information technology. These occupations span various sectors and play a crucial role in driving innovation, efficiency, and growth in the digital economy. Here are some prominent computer-related occupations:

Software Developer: Software developers are responsible for designing, coding, testing, and maintaining software applications and systems. They work across industries to create programs ranging from mobile apps and web applications to enterprise software solutions.

Data Scientist: Data scientists analyze complex datasets to extract valuable insights and inform decision-making processes. They employ statistical techniques, machine learning algorithms, and data visualization tools to uncover patterns, trends, and correlations in data.

Cybersecurity Analyst: Cybersecurity analysts protect organizations from cyber threats by implementing security measures, monitoring systems for suspicious activities, and responding to security incidents. They assess vulnerabilities, conduct penetration testing, and develop strategies to mitigate risks.

Network Engineer: Network engineers design, implement, and manage computer networks, including local area networks (LANs), wide area networks (WANs), and cloud infrastructure. They ensure the seamless flow of data and communication within organizations and troubleshoot network issues as they arise.

Web Developer: Web developers specialize in creating and maintaining websites and web applications. They use programming languages such as HTML, CSS, JavaScript, and frameworks like React and Angular to build responsive, user-friendly interfaces and optimize website performance.

IT Project Manager: IT project managers oversee the planning, execution, and delivery of technology projects within organizations. They coordinate teams, manage budgets and timelines, and ensure that projects align with business objectives and stakeholder expectations.

Artificial Intelligence (AI) Engineer: AI engineers develop intelligent systems and algorithms that mimic human cognitive functions, such as learning, reasoning, and problem-solving. They apply machine learning, natural language processing, and computer vision techniques to build AI-powered applications and services.

Cloud Architect: Cloud architects design and implement cloud computing solutions for businesses, leveraging platforms such as Amazon Web Services (AWS), Microsoft Azure, and Google Cloud Platform. They optimize infrastructure, deploy scalable applications, and ensure data security and compliance in the cloud.

IT Support Specialist: IT support specialists provide technical assistance and troubleshooting support to end-users experiencing computer hardware, software, or network issues. They diagnose problems, offer solutions, and educate users on best practices for using technology effectively.

UX/UI Designer: UX/UI designers focus on enhancing the user experience (UX) and user interface (UI) design of digital products and applications. They conduct user research, create wireframes and prototypes, and collaborate with developers to design intuitive and visually appealing interfaces.

These are just a few examples of the diverse and rewarding career paths available in the ever-expanding field of computer science and information technology. As technology continues to advance, so too will the demand for skilled professionals to innovate, create, and navigate the digital landscape.

Best Practices for Navigating the Internet:

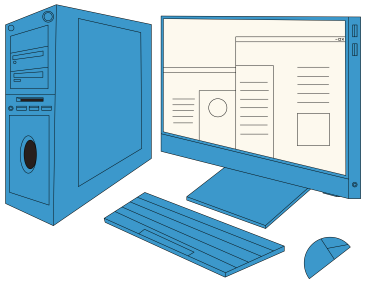
1. Verify the Credibility of Sources: Always evaluate the reliability and credibility of online sources before incorporating them into your assignments. Look for peer-reviewed articles, reputable websites, and authoritative sources.
2. Practice Digital Literacy: Develop critical thinking skills to discern between fact and misinformation online. Be wary of fake news, biased sources, and clickbait headlines.
3. Protect Your Privacy: Safeguard your personal information and digital identity by using strong passwords, enabling two-factor authentication, and being cautious when sharing sensitive data online.
4. Stay Updated: Keep abreast of emerging technologies, trends, and developments in your field of study. Subscribe to relevant newsletters, follow industry experts on social media, and participate in online forums and communities.

Writing with a Computer

Getting Started

Many of you already use a computer when you write. Do you have trouble writing with pen and paper? If you do, you know how helpful computers can be. If you are a new computer **user**, there are some things you should know. Even if you regularly use a computer, these hints can be helpful.

- Creating a draft on a computer can be hard. It will take time to get familiar with the computer **keyboard**. Until you do, write your first drafts as usual.
- Using a computer gives you many advantages. You can enter information. You can also *delete* or remove the information. And you can move it around. Most **programs** check your spelling. Many check your grammar. However, none are foolproof. You should still proofread your copy carefully.



- Saving your work is important. Don't wait until you have finished the draft. Stop frequently to **save** your work.
- Knowing all about a computer takes time. Your teacher is there to help you learn. Ask questions as you work.

Previewing the Word Processing Program

Before continuing, look at the example of a **window** on the following page. The *window* is the first page of a **word processing** program. Yours will look similar. Use this illustration while you practice and review using word processing vocabulary.

Designing Your Writing

Choosing a Font

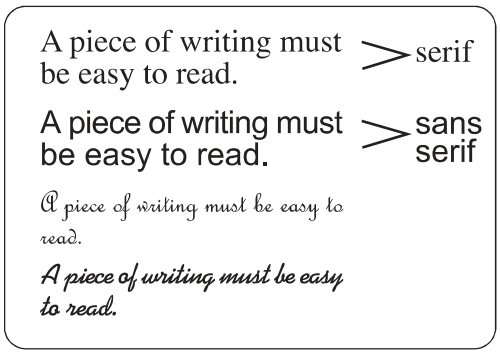
It is easy to get excited about all the options you have. You can use different **fonts**. You can make your type *font* different sizes. You can add **graphics** or pictures. As you work with all these options, remember your purpose.

> A piece of writing must be easy to read.

Don't overuse the available options.

Ask your instructor how to choose type font and size with your word processing program.

- Use an easy-to-read font for the main text. *Serif* type has tails at the tops and bottoms of the letters. The more elaborate serif types have fancier tails and can be hard to read.
- Use a 10- or 12-point type size.
- Make title and headings easy to read.



1. Use a font *without* serifs (*sans serif* types).
2. Use larger type—use 16- or 18-point.
3. Use **bold** face.

Remember: Avoid hard-to-read fonts.

Varying your type font and size appropriately makes your work easy to read. Your readers will not get lost on the page. This will also help them understand your organization better.

Spacing Your Work

Again, ask your instructor how to do this with your word processing program.

- Use a one-inch margin around each page: top, bottom, left, and right.
- Use the *tab key* to indent the first line of each paragraph. A tab key is used to move the cursor to a *tab stop*.

  - **Remember:** Avoid placing headings or hyphenated words at the bottom of a page.
- Avoid beginning a paragraph at the bottom of a page.
- Avoid single words at the bottom or top of a page.

Reviewing Effective Design

The following is a sample from a student's *I-search* or self-directed research paper. (Cited references are in parentheses.)

Lauren Fletcher
Mr. Reynolds
English I
May 10, 2005

The title is 18-point sans serif type.

Diagnosis: Diabetes

The heading is 14-point sans serif.

What I Knew

Mom thought I was having a growth spurt. I was always hungry. I was thirsty all the time. I couldn't stop going to the bathroom, and I was having trouble seeing well. I wasn't sure what was happening. Finally, Mom and I decided I should see my doctor.

The doctor examined me and took some of my blood. Then, he told me what was wrong. I had diabetes. I could hardly believe my ears. Diabetes was a real disease. It wasn't a cold or a stomach bug. It was serious, and it could be fatal. It would also be with me the rest of my life.

The main text is 12-point serif type.

I knew my daily routine would have to change. My Aunt Edna is a diabetic. She has to eat her meals regularly. There are some foods she cannot eat. She also must give herself daily insulin shots. I knew I would have to do some of these things.

What I Wanted to Know

I found out I really knew very little about diabetes. I wanted to know exactly what caused the disease. More than that, however, I needed to know how it would affect my activities. Could I still play softball and soccer? Would I have to stop eating sweets completely? Would I have to give myself shots every day? I made a list of everything I wanted and needed to know. From that list, I formed my research question: *How will diabetes change my life?*

Italicize for emphasis.

How I Searched

I began with a Google search. I typed in "what is diabetes." The list was very long, so I began with the first article at address http://www.girlpower.gov/girlarea/11nov/diabetes.htm. This was an excellent site that answered most of my questions. I found it helpful because it was written especially for teenaged diabetics. I was also able to access other excellent links for teens from this site.

Web links should be checked.

What I Learned

I learned that diabetes keeps the body from using food correctly. Normally, the small intestine takes out sugar and puts it into the blood. The sugar is used as fuel. This gives cells energy to do their jobs. To get into the cells, sugar needs insulin. Insulin is produced in the pancreas. The pancreas is a gland just beneath the stomach. Without insulin, the cells cannot burn sugar ("National Diabetes Month").

In-text citations.

This is the problem for diabetics. Their pancreas does not produce enough insulin to burn sugar. Sometimes, the insulin simply doesn't work right. For some reason, the cells that make insulin have been destroyed. Doctors aren't completely sure how this happened. They believe it happened when the person was sick with a virus. Insulin-producing cells and virus cells look alike. These researchers believe the immune system attacked both types of cells at the same time ("National Diabetes Month").

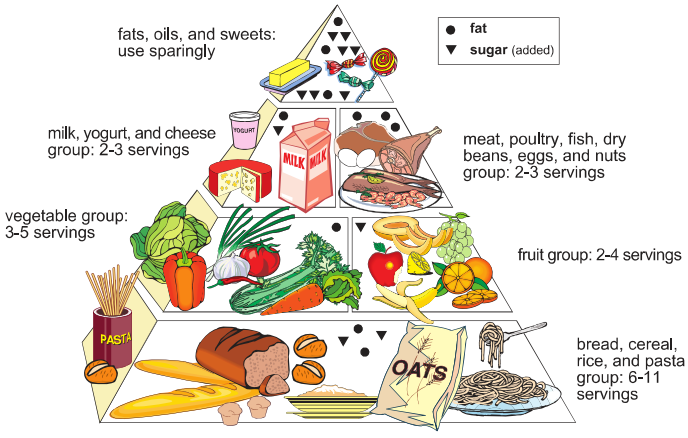
I also learned there are two types of diabetes. I have Type I diabetes. This often runs in families. Usually, type I diabetes develops before age 30. These people don't produce insulin because cells have been destroyed. There is also Type II diabetes. This usually develops after the age of 40. These people produce some insulin, but their bodies can't use it correctly ("What is Diabetes?").

Managing my diabetes will take a lot of work. I will need to take daily insulin injections. The amount will

probably change as I grow older. However, the most important thing I must do is eat well. I should observe the following rules carefully.

- I must also pay especially close attention to the food pyramid.
- I should eat less fat.
- I should eat more healthy carbohydrates.
- I must be extra careful about when I eat sugary foods. I must also watch the amount I eat. I *can* have an occasional sweet. However, this will be a rare treat.
- I should eat less salt ("Eating Right").

A bulleted list is used.



The Food Guide Pyramid from 1992-2005

A graphic adds visual appeal.

If I do this, I should be able to continue playing sports. In fact, keeping active will be good for me.

Look at the above **document** *carefully. Use it as a* **guide** *as you complete the practice on the following page.*

Let's delve deeper into various aspects of using the internet, emails, the World Wide Web, internet service providers (ISPs), newsgroups, local area networks (LANs), and their applications in schools or businesses:

Using the Internet:

The internet is a global network of interconnected computers and servers that enables the exchange of data and information worldwide. Users access the internet through web browsers such as Google Chrome, Mozilla Firefox, or Microsoft Edge, which allow them to navigate websites, search for information, and communicate with others.

Emails:

Email (electronic mail) is a widely used method of exchanging digital messages over the internet. Users can send and receive emails through email clients or web-based email services such as Gmail, Outlook, Yahoo Mail, or Apple Mail.

World Wide Web (WWW):

The World Wide Web is an information space on the internet that allows users to access multimedia content such as web pages, websites, and online applications. Web pages are interconnected through hyperlinks, enabling users to navigate between different websites and access a vast array of information.

Internet Service Provider (ISP):

An internet service provider is a company that provides users with access to the internet. ISPs offer various types of internet connections, including dial-up, DSL (Digital Subscriber Line), cable, fiber-optic, and satellite.

Newsgroups:

Newsgroups, also known as Usenet groups, are online discussion forums where users can post and read messages on specific topics of interest.

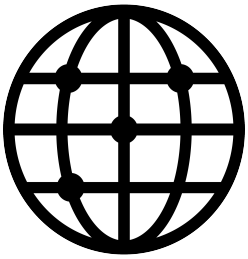
Local Area Network (LAN):

A local area network is a network of computers and devices within a limited geographical area, such as a home, office, or school.

Applications in Schools or Businesses:

In schools, the internet, emails, and LANs are essential for accessing educational resources, communicating with teachers and peers, and conducting research and online learning activities.

Using the Internet

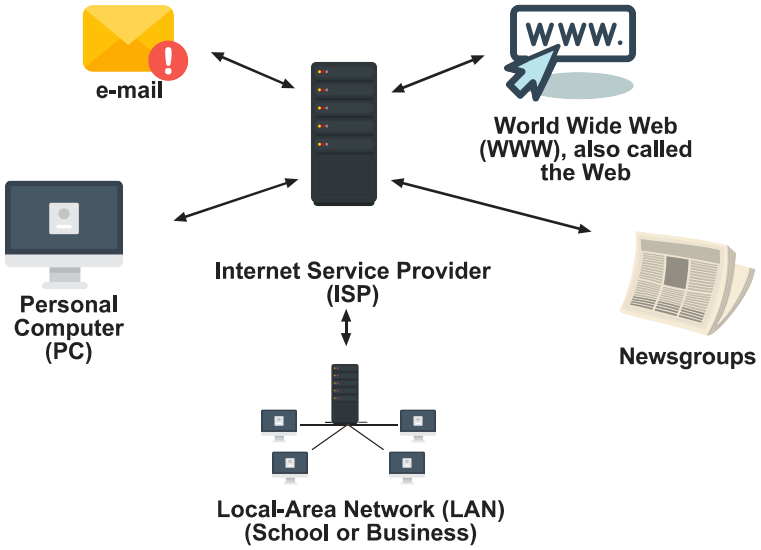


The **Internet** (also know as *The Net*) is a collection of computer networks. A good way to think of this is to think of your telephone system. From your phone, you can contact any other phone in the world. The *Internet* permits you to use computers in a similar way. The Internet allows computer users to view, retrieve, or share information with other users around the world.

The Internet opens many doors to new educational opportunities. Users can communicate with peers and mentors around the world. They can interview authors or witnesses to actual events. Internet users can get up-to-date current events and contemporary literary works before they are printed. The Internet also provides the opportunity to publish and share personal work with people on the other side of the world.

Let's take a few minutes to look at how the Internet works.

The Internet has its own special organization. Just like a machine, each part of the Internet has its own job to do. The following diagram shows how these parts work together.



Use the following terms and descriptions as a reference for this section.

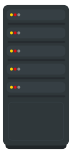
Local-Area Network (LAN)—a system that allows a business to share **files**. Many schools also use a LAN. This lets all the computers in one company share *files*. This also allows users to send **electronic mail (e-mail)** throughout an office.

Local-Area Network (LAN) (School or Business)

Newsgroup—a system on the Web that lets you leave messages and receive replies to your messages. You can read other users' messages, too. You can also reply to them. A newsgroup is similar to a bulletin board. People who share interests enjoy newsgroups. You can exchange ideas about sports, books, or hobbies.

Server—a machine on a network that many users **access**. A server is used to store information. Information can also be retrieved from the server. A web server houses Internet sites. It also shares **web pages** and files.

Internet Service Provider (ISP)—a company that provides Internet *access* or Internet accounts to individuals, businesses, and other groups.



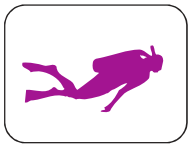
Internet Service Provider (ISP)

As you can see, the Internet has its own language. Review the list of terms and phrases below. You will use them as you explore the Internet.

Browser—a **software** program used to explore the **World Wide Web (WWW)**. Examples of **browsers** include *Firefox* and *Internet Explorer*.

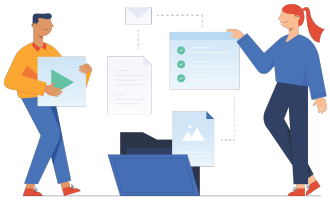
File Transfer Protocol (FTP)—a system for moving files across parts of the Internet. Certain university and military sites are FTP sites.

Hypertext—a system that **links** to different pages on the Internet. You often see one word, image, or phrase colored or underlined. By clicking on this link, you can **open** another page. This is called a *hot word*. Pictures can also be used. These are called *hot symbols*.



SCUBA

HyperText Markup Language (HTML)—codes used to create hypertext. These codes tell your browser how messages and *graphics* (pictures) should look on a *web page*.



HyperText Transport Protocol (HTTP)—the beginning of a web address. You see it written as: http://

Network—two or more computers that are connected. This includes the **hardware** and software of the computers. The *hardware* is the physical part of a computer such as the **monitor**, mouse, or **hard drive**. *Software* consists of **computer programs** such as word processing or graphic programs. A *network* allows the computers to be connected and to share information and programs.

Universal Resource Locator (URL)—letters that make up an **Internet address** to access a specific site. A URL looks like this: http://www.yahoo.com

Completing Research

You will find more information than you need on the Internet.

The Internet has changed how we conduct research. Once students had trouble finding enough information. Your trouble will be finding more than you need. Finding where to start can be overwhelming.

Some of you will be lucky. You will have the address of a particular site. Perhaps you found this in a magazine. Perhaps a friend shared it with you. To begin your search, simply key in the address. Often, this site will provide other useful links.

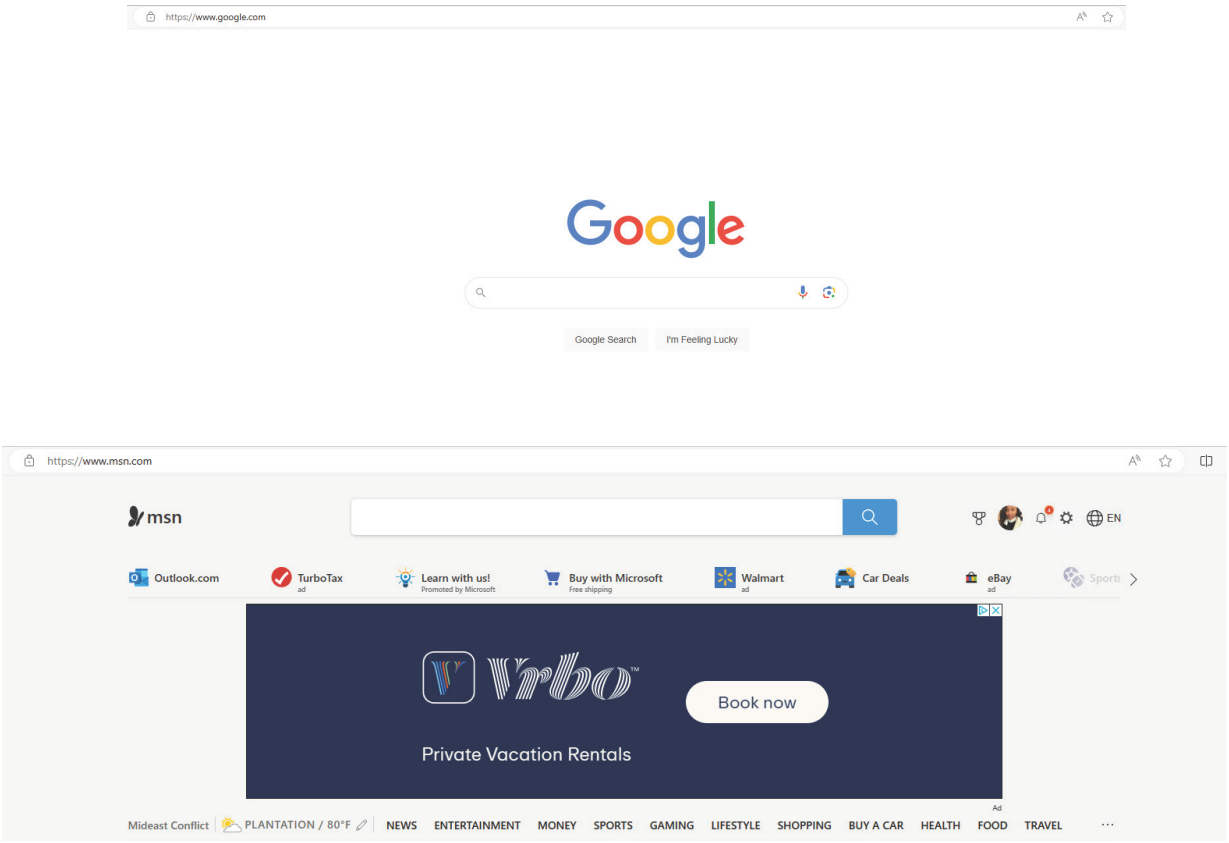
However, you will not always begin with an address. Without an address, you can begin your search in one of two ways.

First: You may begin each Internet session with a **homepage**. This could be a good place to start your search. Look for your browser's tool bar—it may have a built-in search engine, such as *Google* or *Yahoo*.

Look at the sample fictitious *homepage* on the following page. You can access links to many topics. For example, you can find information about a future career. You can also find information about current events. There is even a section that links you to Web channels. Here, you can further research a number of topics from automobiles to travel.

From your provider's homepage, you can move through thousands of links.

Sample Homepage

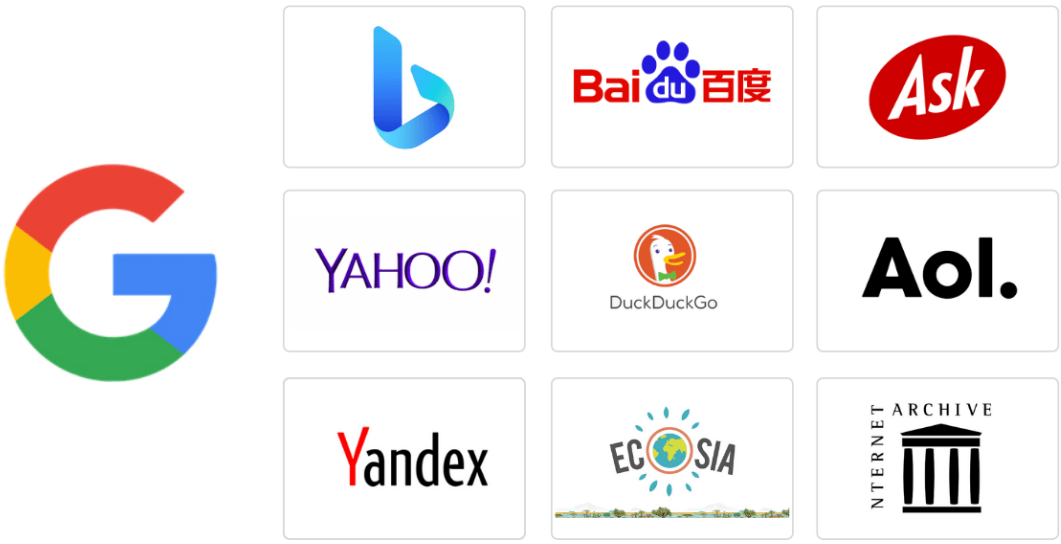


Then: Choose a **search engine**.

The Internet gives you access to an ever-growing amount of information. You will want to be able to search this huge bank of data and select relevant information.

There is really no one complete Internet reference available. Numerous *search engines* are available to locate specific information. Different search engines provide different results based on their method of searching. Some search for titles of web pages, others for keywords. It is helpful to try one or more different search engines to compare results and find other

relevant locations. Some of the most common search engines are used to browse a *broad topic*, search a *narrow topic*, or search for the *greatest number* of Internet sites. See the list of common search engines below.



Next: Conduct a word search.

There are many search engines available on the Internet. None of them give you access to everything on the Net. However, each will allow you to carry out a word search.

Look at the graphic on the previous page. Note where "Search the Web" is written at the top right of the page. It is written in front of a blank text box. The blank text box shows where to begin typing a *keyword* or phrase to begin your search. Type in a keyword or phrase and click "Go." A keyword or phrase is related to your subject. Look over the following tips for completing your word search.

Your wording is very important to a good search.

- Type in one word. The search engine will look for all sites with that word in their descriptions.
- Type in more than one word. The search engine will look for all sites that contain any of those words.

- Type a phrase in quotation marks. The search engine will look for all sites containing that exact phrase.
- Use **Boolean words*** (words such as *and*, *or*, and *not*) to narrow your search.

    1. To locate multiple words, use **AND**.
    Example: To find information on Florida panthers, type in "Florida AND panthers."

    2. To locate items with more than one name or spelling, use **OR**.
    Example: To find information on e-mail, type in "email OR e-mail."

    3. To eliminate unwanted references, use **NOT**.
    Example: To find information on panthers (the animal, not the sports teams), type "panthers NOT hockey."

    4. To narrow your search, use **combinations** of these words.
    Example: Type "Florida AND panthers NOT hockey."

Using Boolean Logic

Computerized search mechanisms are based on Boolean logic. Boolean logic is named after George Boole (1815-1864). Boole was a 19th-century English mathematician who devised a new system for analyzing variables.

Sometimes there are too many choices or you get the wrong results. Some search engines allow you to narrow your search by using Boolean logic. Boolean logic consists of three logical operators: AND, OR, and NOT.

AND requires all terms to appear in a record.

OR retrieves records with either term.

NOT excludes terms.

**This is important to know for higher education.*

Evaluating Internet Materials

How Good Is the Information on Any Given Web Site?

Web pages can be written by anyone from students to Nobel Prize winners. You need to evaluate every *document* you wish to use in your research. See the chart on the following page.

How to Evaluate Internet Material

Criterion	Critical Questions to Ask	What to Beware of on Internet Sites
Authority	Who posted this information? Who wrote the information? What does the author know about this subject? Is the author associated with a known organization?	There is no author listed. There is no e-mail contact. There is no reference to a known organization.
Purpose	For what reason has this information been posted? Is there bias or prejudice in how the topic is treated? Is the page simply designed to be a joke?	The site is selling a product or service. Extreme opinions are expressed with no other viewpoints offered.
Currency	When was the document posted? When was it last updated? How often is other information on the site updated?	The document is several years old. The site has never been updated. Everything else on the site is dated.
Format	Does the information appear as text, graphics, audio, or video? Can my Web browser handle this type of information? (browser software has certain limitations)	You need text information and this site only offers graphics or audio (or vice-versa). The screen prompts you to download a new "plug-in" module for your browser.
Site	Is the document part of a personal Web page—personal page of an individual has a tilde (~) in the address? Is it a commercial (.com), educational (.edu), government (.gov), organization (.org), military (.mil), network services provider (.net), or other site? Is the document from United Kingdom (.uk), Germany (.de), Australia (.au), Japan (.jp), Canada (.ca), France (.fr), Russia (.ru), South Africa (.za), or other country?	If you are on .com sites frequently, be aware the sites have products or services to sell.
Relevance	Is the treatment of my topic appropriate? Does this document answer my information needs?	You've found your search terms in the document, but the terms are used in a different context.

Source: Tallahassee Community College

The ability to think critically about items from the *World Wide Web* is important. Thinking critically will help you to make smarter selections from among the millions of Internet documents. Your papers will benefit from more accurate research.

Communication through E-Mail

Many of you are avid e-mail users. If so, you know that e-mail is a wonderful way to communicate with current friends and family. It also allows you to make new friends all over the world. E-mail, like your search engine, can be a valuable educational resource. It can allow you to share ideas. You may find someone else researching your topic. Through e-mail, you can share information. You might also make contact with experts in your field of study. Often, the contacts you make online can direct you to other links.

E-mail is a wonderful way to communicate with current friends and family.

Outlook:

Open Outlook: *Launch the Outlook application on your computer or log in to your Outlook account through a web browser.*

Compose New Email: *Click on the "New Email" button. This typically looks like a square icon with a pencil or pen.*

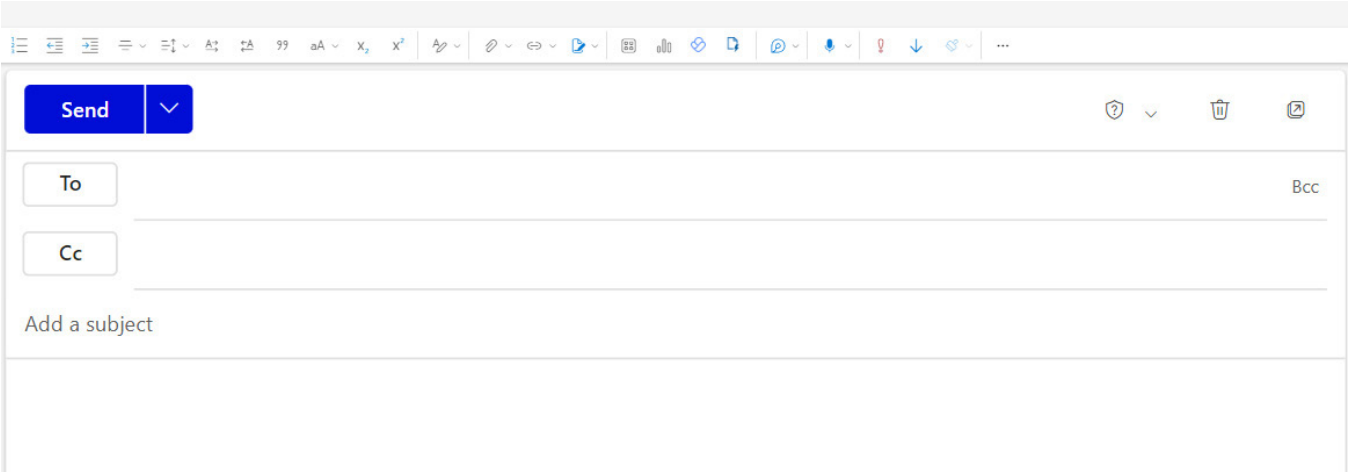
Enter Recipient(s): *In the "To" field, enter the email address(es) of the recipient(s). You can also add recipients to the "Cc" (carbon copy) or "Bcc" (blind carbon copy) fields if needed.*

Subject: *Type a concise and descriptive subject line that summarizes the content of your email.*

Compose Email: *Click on the large blank area below the subject line to start typing your email message. You can format text, add attachments, insert images, and more using the formatting options available.*

Attach Files (Optional): If *you need to attach files, click on the "Attach File" button (usually represented by a paperclip icon) and select the files you want to attach from your computer.*

Review and Send: *Once you have composed your email and attached any necessary files, review it to ensure everything is correct. Check the recipient(s), subject line, and email content. When you're ready, click the "Send" button to send your email.*



Gmail:

Open Gmail: Sign in to your Gmail account using your web browser.

Compose New Email: Click on the "Compose" button, usually located in the top left corner of the Gmail interface. It's represented by a red-colored button with a pencil icon.

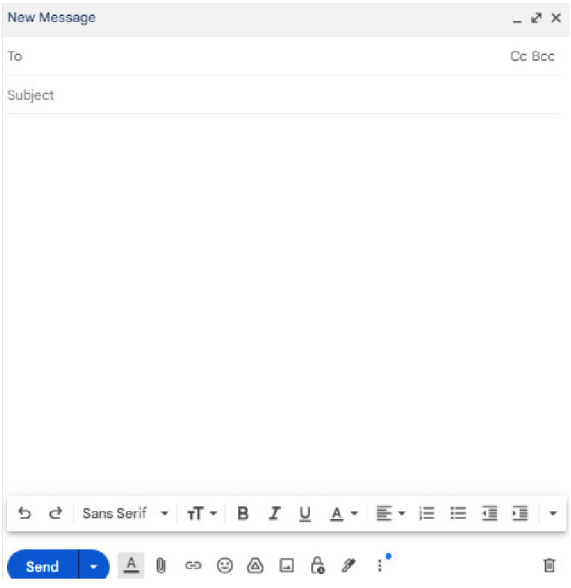
Enter Recipient(s): In the "To" field, enter the email address(es) of the recipient(s). You can also add recipients to the "Cc" or "Bcc" fields if needed by clicking on the respective links below the "To" field.

Subject: Type a brief and descriptive subject line that summarizes the content of your email.

Compose Email: Click in the large blank area below the subject line to start typing your email message. You can format text, add attachments, insert links, and more using the formatting options available in the toolbar.

Attach Files (Optional): To attach files, click on the paperclip icon in the bottom toolbar. This will open a file explorer window where you can select the files you want to attach from your computer.

Review and Send: Once you have composed your email and attached any necessary files, review it to ensure everything is correct. Check the recipient(s), subject line, and email content. When you're ready, click the "Send" button (usually located in the bottom left corner) to send your email.



Publishing Your Writing

Publishing your writing online refers to making your written work publicly accessible on the internet through various platforms such as personal blogs, academic websites, social media, or online publishing platforms. When publishing online, you have the opportunity to reach a broader audience beyond traditional print publications. Here's how you can effectively cite references and sources from online sources when publishing your writing:

Citing Online Sources: When citing online sources in your writing, it's essential to follow the appropriate citation style guidelines, such as APA, MLA, Chicago, or Harvard. Each citation style has specific formats for citing different types of online sources, including websites, articles, blogs, social media posts, and online videos. For example, in APA style, you would include the author's name (if available), publication date, title of the webpage or article, website name, URL, and access date.

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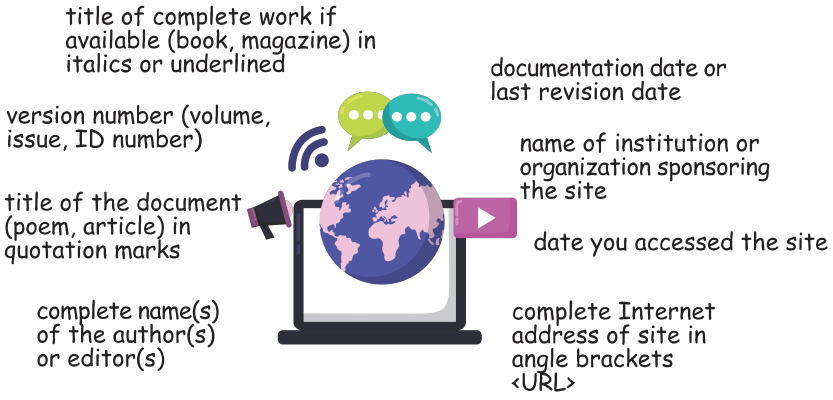

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Examples of MLA References in an Online Entry

Although no single entry will have all of the suggested information mentioned on the previous page, all works cited must contain the following basics:

> Author's or editor's name (listed with last name, first name, middle initial). Document title. Date of Internet publication. Date of access <Internet address>.

Review the following examples of citing online sources. Information may be in a different order with different styles. Different styles may also require the second line of the entry to be indented. Check the style your teacher requires.

Article:

Bayan-Gagelonia, Ruby. "The Florida Manatee." *EcoFlorida: Your Guide to Exploring Natural Florida.* Fall 2000. 9 Sept. 2002 <http://www.ecofloridamag.com/archived/manatees.htm>.

Book:

Aston, Diane E., and Dowd, Eileen M. *Fragile Legacy: Endangered, Threatened & Rare Animals of South Dakota.* South Dakota Department of Game, Fish & Parks, Report No. 91-04. 8 Dec. 1997. 10 Sept. 2002 <http://www.npwrc.usgs.gov/resource/distr/others/sdrare/sdrare.htm>.

Web site:

Endangered Species Information. U.S. Fish & Wildlife Service. 18 July 2002. 12 Aug. 2002 <http://endangered.fws.gov/wildlife.html#Species>.

E-Mail Message:

E-mail messages need author's name (if you can't determine the author's name, use the author's e-mail address), subject line (in quotation marks), message description, e-mail recipient, and date sent.

Evans, Brock. "Joining the Endangered Species Coalition." E-mail to Brandi Ash. 5 Aug. 2006.