# Understanding Computers

# Chapter One: Introduction to the World of Technology

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**Key Term Matching Answers**

**1.** j

**2.** i

**3.** a

**4.** h

**5.** d

**6**. f

**7.** g

**8.** e

**9.** c

**10.** b

**Answers to Self-Quiz**

**1.** T

**2.** F

**3.** F

**4.** T

**5.** F

**6.** Input

**7.** hybrid notebook-tablet, convertible tablet, or 2-in-1 computer

**8.** Virtualization

**9.** hyperlink

**10.** **a.** 4 **b.** 2 **c.** 1 **d.** 3

**Answers to Exercises**

**1.** a. P

b. O

c. I

d. I

e. S

f. C

g. O

h. S

i. P

**2.** a. network; computer network

b. home page

c. username; domain

d. billg@microsoft.com

**3.** A desktop computer is larger, designed to be used on a desk, and can connect a wide variety of peripheral devices. A portable computer is designed to be carried around and used while on the go.

**4.** To share hardware, software, Internet access, easily exchange files, access shared documents, etc.

**5.** http://apex.com or http://www.apex.com; *studentname*@apex.com

**Discussion Question Solutions**

Student should participate in a class discussion about the topics listed below. Discussions should include the questions mentioned in the included paragraph and student should form an opinion on this topic and express it using clear and coherent statements.

**1.** Positive and negative side to technological improvements

**2.** Ubiquitous nature of mobile phones

**Project Solutions**

Answers to the projects will vary, but the following answers include a suggested grading rubric and guidelines for what types of information should be included in a student’s project solution in order to receive full credit. **NOTE**: The totals in the rubric tables are formulas. To recalculate them after changing the possible point values or entering a student’s score, right-click on the total and select *Update Field.*

### HOT TOPICS

**1. Wearables** Student should submit a one-page paper summarizing the student’s research into one type of wearable device, including the main purpose of that wearable and if it is designed to work alone or in conjunction with another device. The summary should also include a comparison of two possible products, including battery life, compatibility with other devices, how they are recharged, how they share data, and their cost, and the student’s opinions about the wearables.

|  |  |  |
| --- | --- | --- |
| **Description** | **Pts** | **Student Score** |
| Student prepares a one-page summary which evaluates one type of wearable. | **2** |  |
| Student states the main purpose of the selected wearable, such as the type of data it collections, notifications, and if it is designed to work alone or in conjunction with another product. | **2** |  |
| Student compares two possible products, including battery life, compatibility, how they are recharged, how they share data, and cost. | **3** |  |
| Student addresses his or her experience about the usefulness of this wearable, any privacy risks, and if he or she would want to buy any of the products researched, with an explanation why. | **2** |  |
| Paper is reasonably free of typographical, spelling, and grammatical errors. | **1** |  |
| **TOTAL POSSIBLE POINTS:** | **10** | **0** |

### SHORT ANSWER/RESEARCH

**2. Buying a New PC** Student should submit a comparison sheet and any other written documentation gathered from the student’s search for a personal computer that meets his or her stated needs. Comparison should include required hardware and software requirements and then list specifications, prices, brand, shipping, delivery time, warranty terms, etc. for three possible devicesA one-paragraph statement indicating which computer the student would buy and why should be included.

|  |  |  |
| --- | --- | --- |
| **Description** | **Pts** | **Student Score** |
| Student prepares a comparison chart containing his or her requirements for a new computer. | **2** |  |
| Student includes three different systems on the chart, and completes the chart information for each system. | **3** |  |
| Student marks the system he or she would prefer to buy. | **1** |  |
| Student includes a one-paragraph summary explaining why he or she chose that system. | **2** |  |
| Chart is prepared neatly and is reasonably free of typographical, spelling, and grammatical errors. | **1** |  |
| Student submits documentation along with the comparison sheet. | **1** |  |
| **TOTAL POSSIBLE POINTS:** | **10** | **0** |

### HANDS ON

**3. The Internet**  Student should submit printouts or recorded information as directed in the project instructions. Student should have:

a. A printout of a page defining the term *Internet.*

b. On the printout from part (a), student should include the number of hits from Googling himself or herself and if the first page of hits were relevant.

|  |  |  |
| --- | --- | --- |
| **Description** | **Pts** | **Student Score** |
| Student uses Google to search for a definition of the term *Internet* and prints the page of the first hit. | **6** |  |
| Student indicates how many hits were returned from Googling himself or herself and if the first page of hits contained relevant hits. | **4** |  |
| **TOTAL POSSIBLE POINTS:** | **10** | **0** |

### ETHICS IN ACTION

**4.** **Gossip Sites** Student should participate in a discussion (in class, via an online class forum, or via a class blog, depending on the instructor’s directions) about the ethical ramifications of gossip Web sites. Discussions should include the questions mentioned in the included paragraph and student should form an opinion on this topic and express it using clear and coherent statements. A short written summary of the student’s position should be turned in, if assigned.

|  |  |  |
| --- | --- | --- |
| **Description** | **Pts** | **Student Score** |
| Student expresses his or her opinion about the ethical ramifications of gossip Web sites. | **2** |  |
| Student supports his or her position on this issue. | **2** |  |
| Student explains his or her position clearly and understandably. | **2** |  |
| Student actively participates in discussion. | **2** |  |
| Student is respectful of other students’ opinions. | **2** |  |
| **TOTAL POSSIBLE POINTS:** | **10** | **0** |

### PRESENTATION/DEMONSTRATION

**5.** **Online Education** Student should give a 10-minute or less presentation summarizing the student’s research into the online education options available at his or her college or university and at least two other institutions of higher learning, including a comparison of the programs in general (such as the types of courses and fees) as well as a more in-depth look at one particular online course (including any face-to-face time required, if exams and assignments are submitted online, any required software, etc.). Student should include an opinion regarding whether or not he or she would be interested in taking an online course and why. The student should use good presentation techniques (speaking clearly and slowly at an appropriate volume, no distracting mannerisms, etc.) and use at least one of the following: whiteboard, handouts, or a computer-based slide presentation. A short written summary should be turned in, if assigned.

|  |  |  |
| --- | --- | --- |
| **Description** | **Pts** | **Student Score** |
| Student compares and contrasts at least three different online courses. | **3** |  |
| Student explains one course in more depth, including whether face-to-face time is required, how exams and assignments are submitted, and other class requirements. | **2** |  |
| Student includes an opinion regarding whether or not he or she would be interested in taking an online course and why and explains his or her position clearly and understandably. | **2** |  |
| Presentation includes at least one of the following: whiteboard, handouts, or a computer-based slide presentation. | **1** |  |
| Student uses good presentation techniques (such as speaking clearly and slowly at an appropriate volume with no distracting mannerisms) and the presentation lasts an appropriate length. | **2** |  |
| **TOTAL POSSIBLE POINTS:** | **10** | **0** |

### BALANCING ACT

**6.** **Should Social Media Activity Cost You a Job?** Student should pick a side and gather supporting evidence about this issue and then participate in a classroom discussion or prepare a short paper (depending on the instructor’s directions). Discussions should include the issues and questions mentioned in the included paragraph and student should express his or her position using clear and coherent statements.

|  |  |  |
| --- | --- | --- |
| **Description** | **Pts** | **Student Score** |
| Student expresses his or her opinion on this issue and states his or her position clearly and understandably. | **5** |  |
| Student adequately supports his or her position on this issue. | **2** |  |
| Student actively participates in discussion and is respectful of other student’s opinions or the position paper is of reasonable length and reasonably free of typographical, spelling, and grammatical errors, depending on which method of discussion was assigned. | **3** |  |
| **TOTAL POSSIBLE POINTS:** | **10** | **0** |

**Chapter Quiz Answers**

The Chapter Quiz (located in the Instructor’s Manual) may be reproduced to distribute to your students for an additional homework or an in-class quiz.

Answers:

1. T
2. F
3. F
4. T
5. T
6. b
7. c
8. b
9. a
10. e