

University of Kentucky
School of Information Science (SIS)
[ICT 202-001]: Technologies for Information Services

- Instructor:** Spencer Greenhalgh, PhD
- Contact Information:** *Office*—341 Lucille Little Library Bldg.
Phone—859.218.2294
Email—spencer.greenhalgh@uky.edu
Zoom—<https://uky.zoom.us/my/greenhalgh>
- Response Time:** During the week, I work to respond to all emails within 24 hours. I am slower to respond on weekends and may not get back to you until Monday. Please keep this in mind when preparing to submit assignments! I also ask that you check Canvas on a regular basis and that you respond to my messages within 48 hours.
- Office Hours:** I will hold office hours on Zoom (see above):
Monday, 12pm to 2pm,
Tuesday, 12pm to 2pm, or
by appointment
- Meeting Schedule:** We meet Mondays and Wednesdays (for lectures) as well as Fridays (for reflection and application) from 11:00am-11:50am in LCLI 311.
- Required Materials:** *CompTIA A+ Certification All-in-One Exam Guide, Tenth Edition,*
Mike Meyers (ISBN: 978-1260454031)
- Raspberry Pi 400 Personal Computer Kit*
- Please make sure you are buying the full Raspberry Pi 400 kit, not just a Raspberry Pi 400! It is available from [PiShop.us](https://www.pishop.us), [Vilros](https://www.vilros.com), [Adafruit](https://www.adafruit.com), and [other retailers](#). You will also need access to a monitor or TV with an HDMI input.
- This Raspberry Pi 400 kit is the recommended purchase for ICT 202, and assignment instructions will always have this kit in mind. However, if you want more hands-on experience with computer hardware (and are confident in your ability to do some extra troubleshooting), you may want to consider a different Raspberry Pi product. Please see the last page of the syllabus for details.
- You should plan to keep your Raspberry Pi throughout your time in the ICT program. There will be opportunities in other ICT classes to use your Raspberry Pi to apply class activities.

COVID-19 Policies

I expected to be able to say at the beginning of the semester that much of the worst of the pandemic was behind us; however, there are ongoing and new concerns related to COVID-19, including the highly contagious Omicron variant, which I can guarantee will affect our experience this semester.

It is difficult to say what this semester is going to look like, but there are steps that I have taken—and that we can all take—to help things go more smoothly. I expect everyone to follow current University of Kentucky [policies related to COVID-19](#), including properly wearing a mask in the classroom regardless of vaccination status. I will encourage you to social distance in the classroom, and I strongly encourage everyone to get vaccinated. I intend to get tested whenever I have COVID-19 symptoms, and I encourage you all to do the same. I have considerable experience teaching ICT 202 online and will bend over backwards to make sure you don't miss anything if you need to quarantine. Please do your part to keep our community safe.

UK policy may change throughout the semester, and I expect everyone to keep up with and follow current policy.

COVID-19 (and More) Statement [inspired by [Dr. Andrew Heiss](#)]

A college class can be stressful enough during normal times, but it's likely worse during a global pandemic. You may know (or be) someone who has lost their job, tested positive for COVID-19, been hospitalized, or taken on new family responsibilities. Not only this, but there have been several events over the past 18 months that are reminders of inequalities and injustices people around the world are facing. This is a difficult time to be in college.

Despite these difficulties, I am fully committed to making sure that you learn everything you were hoping to learn from this class! Although formal deadlines are an important part of giving structure to a class, my late policy and willingness to make accommodations are generous even during normal times, and if this pandemic (or anything else) is turning your life upside down, I'm willing to be as flexible as you need me to be.

If you feel like you're behind, not understanding everything, or just plain stressed, **do not suffer in silence!** I'm usually quick to respond to email and more than happy to meet with you.

Basic Needs Statement [inspired by [Dr. Sara Goldrick-Rab](#)]

Any student who has difficulty affording or accessing food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to [contact the Dean of Students](#) and to explore the resources listed at the bottom of [this page](#). Furthermore, you can always notify me if you are comfortable in doing so.

Course Information

Course Description

This course is designed to teach the fundamental concepts of information technology in ways relevant to professional practice in informatics and the information professions. It explores applications of computers and networks to information problems. Included are features of hardware, types of software, commercial systems, and search engines.

Student Learning Outcomes

Although we will be covering lots of important information in this class, many of the specific details are less important than the general skills and abilities you acquire from this class. As you proceed through the class, you should be working toward these outcomes:

- Students will be able to evaluate and employ software and hardware.
- Students will be able to reflect on the history of information communication technologies, their importance in contemporary society, and their relationship with policy.
- Students will be able to retrieve, evaluate, and process information to complete software and hardware tasks.

Course Assessment

Your grade for this course will be based on 100 points:

- 90 points – 100.0 points = A
- 80 points – 89.9 points = B
- 70 points – 79.9 points = C
- 60 points – 69.9 points = D
- 0 points – 59.9 points = E

These 100 points come from the following assessment activities, which should all be completed honestly and individually on Canvas; please note that while we will discuss and prepare for these assessments in class, it is your responsibility to complete and submit them on your own time.

Practice Quizzes: 14 points (14 of 15 possible one-point practice quizzes)

One of the goals for this class is to prepare you for the CompTIA A+ certification exam. While taking the exam is not a part of the course, it may be a helpful qualification for you to pursue after ICT 202 (depending on the ICT career you have in mind). Our course readings and these practice quizzes are meant to help you learn the material that you will need to know for the certification exam.

Every module, you will have the opportunity to take a multiple-choice practice quiz made up of questions taken from your readings for that module. You will need to take fourteen of the fifteen quizzes over the course of the semester. In other words, you can skip one quiz. We will discuss

the class readings on Mondays and Wednesdays, so practice quizzes will be due on Wednesdays at 11:59pm.

For each quiz, your score will not be based on your answers, and you will not be timed. Instead, you will get one point just for completing the quiz. However, the course exams (and A+ certification exam) are based on similar material, so you should use these practice quizzes as opportunities to assess your understanding of the course material and study accordingly.

Reflection Activities: 14 points (7 of 15 possible two-point reflection activities)

Information communication technologies are not just technical—they are also closely connected to society, culture, diversity, equity, politics, and even pop culture. Whatever ICT career you have in mind, it's important (as a professional and a citizen) to understand the ways that technology connects with the world that we live in. These activities are meant to help you reflect on how the concepts we're studying this semester have importance beyond technology itself.

Every module, you will have the opportunity to complete a reflection activity that connects the material in your readings for that module to the real world (or to pop culture). You will need to complete seven of the fifteen reflection activities over the course of the semester. In other words, you should complete a reflection activity roughly every other module. We will discuss reflection activities on Fridays; you must therefore submit your reflection by Thursday at 11:59pm to get credit for that week.

For each reflection you will watch, read, or listen to a video, article, or podcast and then respond to two prompts. Your score will be based on how completely and thoughtfully you respond to the two prompts (one point per prompt). Because these reflection prompts are as connected to social and cultural issues as they are to technology, it is critical that you be respectful and considerate in your responses.

Application Activities: 52 points (13 of 15 possible four-point application activities)

Knowing about information communication technologies is important, but being able to work with them is even more so. Many ICT careers require you to work directly with hardware and software, and even those that don't usually benefit from the ability to tinker with tech. These activities are meant to give you experience with applying the concepts we're studying to actual tech situations.

Every module, you will have the opportunity to complete an application activity that shows you how the material in your readings for that module applies to a Raspberry Pi computer. You will need to complete thirteen of the fifteen reflection activities over the course of the semester. In other words, you can skip two application activities. We will prepare for application activities on Fridays, and they will be due on Sundays at 11:59pm.

For each activity, you will follow prompts to carry out an activity involving your Raspberry Pi and then submit a written, video, or other report to answer specific questions about your

experience. Your score will be based on how well you follow the prompts and answer the questions.

Exams: 20 points (one 5-point midterm exam and one 15-point final exam)

As important as reflection and application are, both are dependent on your long-term recollection of knowledge about ICTs. The exams in this course are meant to promote retention of the material from our readings and quizzes.

In Module 8, you will take a 5-point midterm exam that draws from the quizzes and activities from Modules 1-7. It will be due on Sunday, March 6th. At the end of the semester, you will take a 15-point final exam that draws from the quizzes and activities from Modules 1-15. It will be due Thursday, May 5th.

Unlike the practice quizzes, both exams will be timed, and your score will depend on your correct answers to the questions.

Late Work Policy

Officially, each assignment is due at 11:59pm on the date suggested above and specified in Canvas. Practically speaking, however, I will grade without penalty and provide feedback for any assessment that is turned in by the time I begin looking over that assessment. However, I will not grade or provide feedback on any work that is completed after this time unless you have made other arrangements with me. Naturally, because my schedule varies from week to week and because I try to provide feedback as quickly as possible, your best bet is to turn in your work by the official deadline or—if life has thrown you a curveball—to get in touch with me ahead of time to make other arrangements.

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Summary Course Schedule

Module	Readings and Quizzes (must complete 14 out of 15 quizzes)	Reflection Activities (complete 7 out of 15)	Application Activities (complete 13 out of 15)
Module 1: Introduction	<ul style="list-style-type: none"> - read course syllabus (read before Monday lecture) - read Ch.1: Safety and Professionalism (read before Wednesday lecture) - take Module 1 quiz (submit by Wednesday) 	<ul style="list-style-type: none"> - reflect on your goals for the class and introduce yourself! (submit by Thursday) 	<ul style="list-style-type: none"> - describe your Raspberry Pi (submit by Sunday)
Module 2: Computers	<ul style="list-style-type: none"> - read Ch.2: The Visible Computer (read before Monday lecture) - read Ch.26: Printers and Multifunction Devices (read before Wednesday lecture) - take Module 2 quiz (submit by Wednesday) 	<ul style="list-style-type: none"> - reflect on the history of computers (submit by Thursday) 	<ul style="list-style-type: none"> - describe Raspberry Pi OS (submit by Sunday)
Module 3: Mobile Devices	<ul style="list-style-type: none"> - read Ch.24: Understanding Mobile Devices (read before Monday lecture) - read Ch.25: Care and Feeding of Mobile Devices (read before Wednesday lecture) - take Module 3 quiz (submit by Wednesday) 	<ul style="list-style-type: none"> - reflect on access to computers of all sizes (submit by Thursday) 	<ul style="list-style-type: none"> - enable remote mobile access for your Raspberry Pi (submit by Sunday)
Module 4: Fundamental Hardware	<ul style="list-style-type: none"> - read Ch.3: CPUs (read before Monday lecture) - read Ch.4: RAM (read before Wednesday lecture) - take Module 4 quiz (submit by Wednesday) 	<ul style="list-style-type: none"> - reflect on technical constraints and culture (submit by Thursday) 	<ul style="list-style-type: none"> - test Raspberry Pi CPU performance (submit by Sunday)
Module 5: Fundamental Connections	<ul style="list-style-type: none"> - read Ch.5: Firmware (read before Monday lecture) - read Ch.6: Motherboards (read before Wednesday lecture) - take Module 5 quiz (submit by Wednesday) 	<ul style="list-style-type: none"> - reflect on technology and power (submit by Thursday) 	<ul style="list-style-type: none"> - label your Raspberry Pi motherboard (submit by Sunday)
Module 6: Mass Storage	<ul style="list-style-type: none"> - read Ch.8: Mass Storage Technologies (read before Monday lecture) - read Ch.9: Implementing Mass Storage (read before Wednesday lecture) 	<ul style="list-style-type: none"> - reflect on data storage in fiction (submit by Thursday) 	<ul style="list-style-type: none"> - resize the Raspberry Pi boot partition (submit by Sunday)

	- take Module 6 quiz (submit by Wednesday)		
Module 7: Other Hardware	- read Ch.7: Power Supplies (read before Monday lecture) - read Ch.10: Essential Peripherals (read before Wednesday lecture) - take Module 7 quiz (submit by Wednesday)	- reflect on peripherals and accessibility (submit by Thursday)	- list Raspberry Pi ports and associated peripherals (submit by Sunday)
Module 8: Building Computers	- read Ch.11: Building a PC (read before Monday lecture) - read Ch.23: Portable Computing (read before Wednesday lecture) - take Module 8 quiz (submit by Wednesday) - take midterm exam (submit by Sunday)	- reflect on environmentalism and building and repairing computers (submit by Thursday)	- design an "everyday" Raspberry Pi setup (submit by Sunday)
Module 9: Windows	- read Ch.12: Windows Under the Hood (read before Monday lecture) - read Ch.13: Users, Groups, and Permissions (read before Wednesday lecture) - take Module 9 quiz (submit by Wednesday)	- reflect on the importance of account security and permissions (submit by Thursday)	- manage user accounts, groups, and permissions in Raspberry Pi OS (submit by Sunday)
Module 10: Spring Break			
Module 11: Operating Systems	- read Ch.14: Maintaining and Optimizing Operating Systems (read before Monday lecture) - read Ch.16: Troubleshooting Operating Systems (read before Wednesday lecture) - take Module 11 quiz (submit by Wednesday)	- reflect on operating systems and control (submit by Thursday)	- choose a Raspberry Pi-compatible operating system (submit by Sunday)
Module 12: Command Lines and Displays	- read Ch.15: Working with the Command-Line Interface (read before Monday lecture) - read Ch.17: Display Technologies (read before Wednesday lecture) - take Module 12 quiz (submit by Wednesday)	- reflect on command line interfaces in fiction (submit by Thursday)	- complete the "Pac-Man treasure hunt" (submit by Sunday)
Module 13: Networking	- read Ch.18: Essentials of Networking (read before Monday lecture) - read Ch.19: Local Area Networking (read before Wednesday lecture)	- reflect on benefits and downsides of networks (submit by Thursday)	- access the command line of your Raspberry Pi over a network (submit by Sunday)

	- take Module 13 quiz (submit by Wednesday)		
Module 14: The Internet	- read Ch.20: Wireless Networking (read before Monday lecture) - read Ch.21: The Internet (read before Wednesday lecture) - take Module 14 quiz (submit by Wednesday)	- reflect on the social importance of internet access (submit by Thursday)	- create and host a web page on your Raspberry Pi (submit by Sunday)
Module 15: Virtualization	- read Ch. 22 (read before Monday lecture) - take Module 15 quiz (submit by Wednesday)	- reflect on the social power of cloud computing companies (submit by Thursday)	- virtualize an OS on your Raspberry Pi (submit by Sunday)
Module 16: Working with Computers	- read Ch.27: Securing Computers (read before Monday lecture) - read Ch.28: Operational Procedures (read before Wednesday lecture) - take Module 16 quiz (submit by Wednesday)	- reflect on dangers of social engineering (submit by Thursday)	- back up your Raspberry Pi (submit by Sunday)
Final Exam	take final exam (submit by 5 May at 11:59pm)		

Course Policies

All of the policies listed on [this page](#) are in effect for this course. Also in effect are [these rules](#) related to academic offenses; plagiarism is a serious concern in the world of content management, and I will not tolerate it. It is your responsibility to ensure that you understand what plagiarism is and how to avoid it.

Diversity, Equity, and Inclusion

College Statement

The College of Communication and Information will build a collaborative environment for creativity, curiosity, and excellence grounded in the core values of diversity, justice, and equity. We are enriched by the diversity of cultures, perspectives, and talents in our community. We thrive together when we work to provide an equitable and welcoming experience that respects and empowers the unique contributions and circumstances of students, faculty, and staff from every race and ethnicity, nationality, gender identity and expression, sexual orientation, religion, citizenship status, age, veteran status, pregnancy and parenting status, and disability or health status. We are committed to ensuring every member of our College feels welcomed, well-served, and included. Please join us.

University Statement

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the [college's diversity officer](#), who is charged with addressing concerns about diversity, equity, and inclusiveness (uky.edu/inclusiveexcellence/college-diversity-inclusion-officers). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services [website](#) (<https://www.uky.edu/biss/report-bias-incident>).

DEI Resources

Please also consider the following resources related to diversity, equity, and inclusion:

[Bias Incident Support Services](#)

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based

violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](http://uky.edu/biss) (uky.edu/biss) or contact them [via email](mailto:biss@uky.edu) (biss@uky.edu).

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the [UKCC's website](http://uky.edu/counselingcenter) (uky.edu/counselingcenter) for more detailed information or call (859) 257-8701.

Disability Resource Center

If you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, [via email](mailto:drc@uky.edu) (drc@uky.edu) or visit their [website](http://uky.edu/DisabilityResourceCenter) (uky.edu/DisabilityResourceCenter).

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](mailto:mlkc@uky.edu) (mlkc@uky.edu), and by visiting the [MLKC website](http://uky.edu/mlkc) (uky.edu/mlkc).

If there are aspects within your experience here at UK that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or email the Office for Institutional Diversity [via email](mailto:vpid@uky.edu) (vpid@uky.edu).

Non-Discrimination / Title IX

In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1](https://www.uky.edu/regs/ar6-1) ("Policy on Discrimination and Harassment") (<https://www.uky.edu/regs/ar6-1>). In accordance

with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \(“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”\)](https://www.uky.edu/regs/ar6-2) (<https://www.uky.edu/regs/ar6-2>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [Institutional Equity’s website](https://www.uky.edu/eo) (<https://www.uky.edu/eo>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the [Violence Intervention and Prevention Center](https://www.uky.edu/vipcenter) (<https://www.uky.edu/vipcenter>), [Counseling Center](https://www.uky.edu/counselingcenter) (<https://www.uky.edu/counselingcenter>), or [University Health Service](https://ukhealthcare.uky.edu/university-health-service/student-health) (<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity [here](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University’s efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK’s Name Change Form. (More information about the form can be found on the [Office of LGBTQ*’s website](https://uky.edu/lgbtq/forms-and-resources) (uky.edu/lgbtq/forms-and-resources)). Otherwise, students can provide this information to instructors directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](https://uky.edu/lgbtq/forms-and-resources) (uky.edu/lgbtq/forms-and-resources).

Veterans Resource Center (VRC)

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let instructors know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Let your instructor know if you experience complications.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](http://uky.edu/veterans) (uky.edu/veterans), [email the VRC](mailto:vetcenter@uky.edu) (vetcenter@uky.edu), visit them in the basement of Erikson Hall, or call the director, Colonel Tony Dotson, at (859) 257-1148.

If you are a military student serving in the National Guard or Reserve, it is in your best interest to let all of your instructors know that immediately. You might also consider sharing a copy of your training schedule.

If you are a military student who is a member of the National Guard or Military Reserve and are called to duty for one-fifth or less of this semester, provide a copy of your military orders to the Director of the Veterans Resource Center (contact information above) once you become aware of the call to duty. (Please also provide the Director with a list of all your current courses and instructors.) The Director will verify the orders with the appropriate military authority and will, on the military student's behalf, notify their instructors as to the known extent of the absence.

Your absences will not be penalized and instructors will work with military students to create reasonable accommodations for making up missed assignments, quizzes, and tests.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals **MUST** report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the Institutional Equity Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](http://uky.edu/vipcenter/content/faq) (uky.edu/vipcenter/content/faq) (offices located in Bosworth Hall, 1st Floor; (859) 257-3574), the [Counseling Center's \(CC\) website](http://uky.edu/counselingcenter/student-resources) (uky.edu/counselingcenter/student-resources), and the [University Health Services \(UHS\) website](http://uky.edu/university-health-service/student-health/our-student-services) (uky.edu/university-health-service/student-health/our-student-services). The VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts Zoom, phone, and walk-in appointments.**

Raspberry Pi Options for ICT 202

As described on the first page of the syllabus, the Raspberry Pi 400 Personal Computer Kit is the recommended purchase for this class, and instructions for application activities will assume that you are using this kit. However, ICT 202 activities can be completed with most Raspberry Pi models, which means that there is some flexibility here—so long as you're willing to take on the responsibility of doing any extra troubleshooting.

For example, the main reason that I ask you to buy the Raspberry Pi 400 kit is because it comes with a mouse, a power supply, and an SD card with the operating system already loaded—if you buy the kit, you can be confident that you have all the hardware you need (except the monitor with an HDMI port). It's possible, though, that you already have a USB/Bluetooth mouse, USB-C power supply, and SD card (and reader) handy; if this is the case, you can probably get away with just buying a Raspberry Pi 400 and using your own peripherals.

Similarly, some of you are going into ICT careers that will have you working with hardware, and you may want some more experience exploring and handling the individual components of a computer. The motherboard and key hardware of the Raspberry Pi 400 are built into the keyboard that comes with the kit, which is convenient but makes it harder to see how the different components of the Pi fit together. For a little extra money, you can instead buy a Raspberry Pi 4 Desktop Kit. The Raspberry Pi 4 is not built into a keyboard and is more readily accessible—if you want the experience of being able to look at and identify your computer's processor, memory, and other hardware as we discuss them in this class, this might be a better approach for you. Also, as above, if you have the "extra" hardware already on hand (in this case, including a compatible keyboard), you may be able to just buy a Raspberry Pi 4 and provide the rest on your own.

Using older Raspberry Pi models is a bit trickier, and I can't guarantee that they'll be compatible with ICT 202 activities. However, if you already have an older Raspberry Pi and are confident in your ability to tinker with it and find workarounds, I won't stop you from using your existing Pi in class.

While each of these alternatives will *probably* work, please keep in mind that if you choose to use anything but the Raspberry Pi 400 Personal Computer Kit, it will be your responsibility to do any extra troubleshooting that comes along with it!