



Introduction to Dynamic Infrastructure

By Alan G. Labouseur

MARIST SCHOOL OF COMPUTER
SCIENCE & MATHEMATICS





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MODULE ZERO

SYLLABUS

Introduction to Dynamic Infrastructure

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WELCOME

Welcome. My name is Alan Labouseur and I'll be your guide on our journey through the world of Dynamic Infrastructure in Theory and Practice. You can read all about me -- more than you likely care to know, actually -- over at www.labouseur.com.

In this introductory course we'll look at the seven core "pillars" of Dynamic Infrastructure from both end-user and technical angles. We'll be necessarily broad, yet still take some time to dig deep here and there.

Strap in and get ready.

It's time to start this trip.





DISTANCE LEARNING

What exactly is the “distance learning” experience?

This course is very much if not entirely **unlike** a traditional, in-person, synchronous course.

- You are not sitting in a classroom.
- You are not in the physical presence of your classmates.
- You are not in my physical presence, though I am with you in spirit.

There are plenty of good things about distance learning.

- We are not constrained by the laws of space and time.
 - ▶ You can be anywhere in the world and still learn from me.
 - ▶ I can be anywhere in the world and still learn from you.
 - ▶ You and I do not need to be engaged in this course at the same time.
 - ▶ I get to produce the material at my own pace, within our schedule.
 - ▶ You get to consume the material at your own pace, within our schedule.
- These materials, once delivered to you, are then available to you On Demand.
- Most e-learning courses, this one included, contain links to interactive content.





DISTANCE LEARNING

There are some drawbacks in distance learning.

- This is not interactive in real time.
 - ▶ When you have questions or wish to ask for clarifications or simply want to make a funny comment (and please do) you'll have to do it on our discussion board or via e-mail.
 - ▶ This format discourages impulsive responses. But do try; it's more fun that way.
 - ▶ I am not with you. I cannot judge your body language, hear your sighs, or see your eyes. That means that it's harder for me to tell when I've confused you or just lost you to boredom. (Or perhaps you're still playing Zork from an earlier slide).
 - ▶ Because we are not together as a group, there is far less social and cultural interaction than I would like. We will try and make up for this in the discussion board, but it's still not the same.
- Our medium is primarily visual. There will be some video links, but most of our material is in presentations like this one.

There are many ways to mitigate these issues.

- Let me Google that for you.



SYLLABUS > OBJECTIVES AND ASSESSMENT

Course Objectives - At the end of this course you will be measurably able to:

- Describe the seven core pillars of Dynamic Infrastructure
- Make a business case for each of the seven core pillars of Dynamic Infrastructure
- Describe to someone who has not had the benefit of this course
 - ▶ some reasons why Dynamic Infrastructure is cool (and important)
 - ▶ how to implement the various aspects of Dynamic Infrastructure

Assessment Methods

- I will grade your . . .
 - ▶ assignments and projects
 - ▶ tests
 - ▶ discussions
- . . . and provide personal feedback.



ROADMAP

What's Ahead?

- The seven pillars of Dynamic Infrastructure
 - ▶ Information Infrastructure
 - ▶ Service Management
 - ▶ Asset Management
 - ▶ Energy Efficiency
 - ▶ Business Resiliency
 - ▶ Security
 - ▶ Virtualization
- Two tests
- Six assignments
- Lots of discussions
- Bad jokes, geeky references, puzzles, ciphers, and other silliness.





POLICIES > COMMUNICATION

E-Mail

I love e-mail. I'm always checking my e-mail; on my iPhone, on my iPad, occasionally even on a desktop computer.

I expect the same devotion to e-mail from you. Checking your mail should be like voting in Chicago: do it early and often.

It's the best way for you to reach me. Please make sure that it's the best way for me to reach you too.





POLICIES > TIMING AND EFFORT

The effort requirements are simple:

Everybody participates in every class. No exceptions. No excuses.

This means that you will get the material for every module in a timely manner and . . .



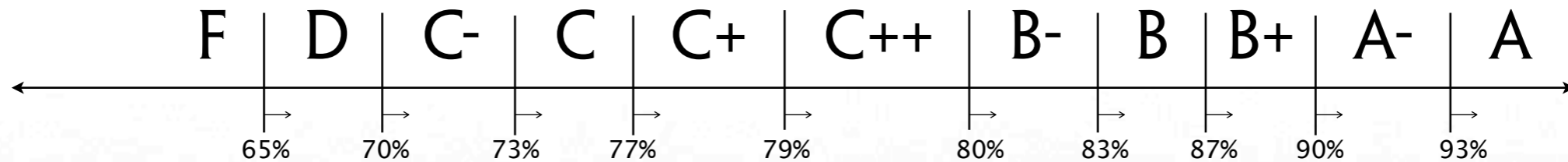
- thoroughly read (re-read, rinse, and repeat) the entire presentation.
- investigate the links in the presentation.
- investigate the links in the additional reading sections.
 - ▶ There will be both required reading and optional reading.
 - Required reading may be noted with the “Required Reading” icon interspersed among the slides or noted at the end of each module (or possibly both, depending on my OCD).
 - Required reading is fair game for tests.
 - Do the optional reading if you are especially interested in the topic or want to impress me.
- complete and turn in any and all assignments by the stated due date.
 - ▶ No late assignments will be accepted. No exceptions. Really.
- Actively and constructively participate in the discussions for that module.





POLICIES > GRADES

Letter grades will be assigned based the percentage of all possible points you earn over the course of this class.



There are 1000 possible points, broken down as follows:

- Two (2) tests/projects at 200 points each = 400 possible points
- Active and constructive participation in our eight (8) **discussions** will earn you up to 60 points each for a total of 480 points. (More on discussions soon.)
- **Not** being lazy will earn you up to 60 points.
- **Not** whining will earn you up to 60 points.



POLICIES > GRADES > DISCUSSIONS

Since we are not physically together and as a result have a priori social and cultural deficits to overcome, discussions are really (*rilly rilly*) important. As such, they make up 50% of your grade. That's quite a bit for something subjective, so let's talk about my expectations to be sure that we're all clear about this from the very beginning.

But first, let's consider what "discussion" really means.

Discussion refers to each student's participation on the on-line discussion boards. I require each student to post comments and questions to the discussion board on a regular basis. You do not have to participate in all discussion threads, just most of the them.



POLICIES > GRADES > DISCUSSIONS

Discussion board ground rules:

- All students must participate in the discussion board throughout the semester.
- A minimum of 2-3 substantive posts per week is expected from each student.
 - ▶ Postings that introduce the student to the rest of the class, or help to form a project team, or ask logistical questions about the course do not count towards the minimum number of posts.
 - ▶ Copy and pasting from the readings (or any other source not your own) into the discussion is considered cheating. Read the Academic Honesty section for see what kind of smackdown you can expect in that case.
- No messages that simply say “Me too” or the like. All postings must contribute information or insight.
- I will periodically create new discussion threads as discussion-starters, but you should feel free to create your own threads on any topic of interest. That makes it more fun.
- Plan to read the discussion board at several times per week. You are responsible for anything that is posted there.
- Any questions related to the course should be posted to the discussion board, not e-mailed to me.
- I encourage students to answer each other’s questions whenever possible. For this reason, I will wait a while before answering any questions posted to the discussion board in order to encourage other students to answer it first. I will (gently and maybe tactfully, but don't count on it) correct any answers posted by students if needs be.
- I will not answer any questions that have been previously addressed.
- Email me questions only if they are confidential or unrelated to this course. If I receive an e-mail from which I feel the rest of the class would benefit I will post it to the board.



POLICIES > GRADES > DISCUSSIONS

Your discussion participation will be assessed on the following scale:

- 76% to 100%
 - ▶ asks good questions
 - ▶ makes valuable observations
 - ▶ answers questions effectively on a consistent basis
 - ▶ a leader, especially when in murky waters
 - ▶ is able to synthesize ideas and bring discussion into focus
 - ▶ listens well to others and incorporates their ideas into follow up argument.
- 51% to 75%
 - ▶ frequent participation, but questions, answers, or observations are not always effective
 - ▶ tends to discourage effectiveness



POLICIES > GRADES > DISCUSSIONS

Discussion participation scale, continued:

- 26% to 50%
 - ▶ participates infrequently
 - ▶ questions and answers do not reflect adequate preparation
 - ▶ late to the discussion
 - ▶ exhibits difficulty in responding to questions from instructor
- 1% to 25%
 - ▶ hardly ever participates
 - ▶ questions and answers reflect little or no preparation
 - ▶ very late to discussions
 - ▶ exhibits much difficulty in responding to questions from instructor
- 0%
 - ▶ displays no sign of life



POLICIES > GRADES > DISCUSSIONS

Things I view positively in grading discussion participation:

- Does the contribution . . .
 - ▶ represent a solid analysis and some insight into the case or is it just a reiteration of case facts?
 - ▶ demonstrate an ability to listen to and build from what others have said?
 - ▶ demonstrate useful ideas, coherently and succinctly expressed?
 - ▶ move the discussion to an important area or does it just rephrase what has already been said?
- Does the contributor . . .
 - ▶ regard, respect and acknowledge others' contributions?
 - ▶ offer constructive disagreement if the contributor disagrees with others' positions?
 - ▶ demonstrate a good sense of humor?

Things I view negatively in grading discussions:

- lack of involvement - silence, detachment, or disinterest
- leading our discussion into unrelated topics
- spending undue amounts of time on minor points
- long, rambling, or boring comments (I have to read a lot of these, so I really hate boring comments.)
- being absent or unprepared



POLICIES > GRADES > APPEALS

I have an appeals process to handle any questions you might have about fairness related to my grading your work.

Rules for Submitting an Appeal

- Appeals must be in the form of a neatly written letter or e-mail.
- Appeals must make explicit reference to the work in question.
- Every appeal (if there is more than one) requires its own paragraph.
- Appeals are due within a week after the work is returned to you.
- Appeals must be very specific.
- Appeals must be content-based, not personal or emotional.
- You must communicate what action you would like me to take, i.e., give full credit, add points, etc.

This process empowers students and advances learning. As such, it benefits both you and me. Further, you are given a method to argue points in an appropriate manner and explain your reasoning, while I get an opportunity to learn whether or not I have understood your reasoning.



POLICIES > TESTS AND/OR PROJECTS

Tests and projects cover and make use of material up to the class in which the test is administered.

No makeup tests will be given. No late projects will be accepted.

Ever.

Really.

I'm serious.

Rilly.

If you anticipate missing a test, make arrangements with me in advance to complete the exam prior to its due date.



POLICIES > ACADEMIC HONESTY

All assignments are **individual** efforts. All work must be your own. I mean **100% original**.

Any violation of this will result in failure for the test or assignment and quite likely for the entire course.

I hold my students to a very high standard. I will expel you from this course for even the appearance of impropriety. This includes failing to cite references.

This is a Turnitin.com analysis of an assignment I gave a while back. The results are ordered by similarity: the most egregious cheaters at the top and the honest students at the bottom. This is one list on which you do not want to be highly ranked.

checkbox	author	report view detail	web	publication	student papers	grademark	file	paper ID	date
<input type="checkbox"/>	Anonymous	100%	83%	0%	100%			119657827	01-04-10
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<input type="checkbox"/>	Anonymous	95%	88%	11%	95%			119657835	01-04-10
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