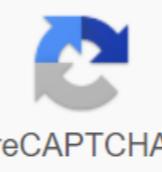


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Published in News and Business Author: nangpooch1 Published Date: September 29, 2020 Previews: Inside Flap Foreword Third Edition of Business Communications Data and Networks, like its two predecessors, is based on extensive discussions with network administrators, reflects published data that technology is actually used in organizations, and includes comments from many teachers. The goal is to focus on what students really need to know for today's and tomorrow's network jobs, including things like LAN switching, safety and quality of service (AIA). The current edition is 85 percent rewrite, although it usually follows the same thread as the second edition. UNIQUELY FLEXIBLE TEXTBOOK Every teacher has different ideas about what to cover in a networking course. This book is designed to allow teachers to teach the course in their own way. Covering the basics in 12 major chapters. Most teachers will wish to cover much or all of the 12 main chapters that cover key network concepts. Even in these chapters, more advanced material is placed in boxes for easy exclusion. Free time to cover your special themes. Teaching only the main chapters will leave one to three weeks free in one semester of the course. This leaves time for practical exercises or for highlighting additional topics. Tools to help you cover your special themes. To minimize the work that teachers need to do to prepare for this extra time, there are eight advanced modules that cover more specialized topics. There is additional material on the book's website. For practical exercises, the book's website has online exercises that provide some options. The idea is to help teachers cover selected material without the need for them to create special material packages. End of Chapter Matters to tie things together. The questions related to the end of the chapter help students focus on what material to learn. For example, when I cover Chapter 7, which covers hub-based and switch-based Ethernet networks, I also include some material on the old 10Base2 and 10Base5 technologies that are covered by Module C. For homework, in addition to assigning questions from Chapter 7.1 also assign relevant questions from Module C., detailed review questions and thoughts. For faster coverage, teachers can assign basic review questions and only selected detailed review questions or thought questions. INSTRUCTOR RESOURCES This book supports instructors intensely, again with the aim of minimizing the work that instructors should do. PowerPoint Presentations Full Lecture Presentation. For each chapter and module, there is a detailed PowerPoint presentation. It's a full lecture, not just selected pieces. Each presentation is created by the author and is closely related to the material in the chapter itself. Change them to fit your needs. Instructors are encouraged to change to meet their needs. For example, they can drop slides, add their own, or copy slides from advanced modules to main modules. (Advanced modules use the same presentation formats as the main chapters they support.) The only limitation is that only adopters can use presentations, that teachers should not delete a copyright notice, and that teachers cannot reuse the art clip. Gold stars for the accent. Gold stars in PowerPoint presentations point to material that is particularly important or particularly difficult. In any case, the gold stars tell students that the material deserves special care in their studies. Transparency, too. If teachers prefer transparency or like to use transparency selectively, Microsoft has masters of transparency® Word for Windows for each figure and table in the book, plus a few extra transparency for material not presented in numbers and tables. Companion website: Updates Book comes with a companion website, prenhall/Panko. The site of the third edition will be directly monitored by the author and will be updated monthly. Instead of quickly putting up material that is rapidly aging in a printed tutorial, the companion website allows the author to disseminate rapidly changing and new information. Case studies. Most importantly, the companion website has several case studies for all chapters (and for some modules). These are short cases with discussion questions to help students focus on business. In many cases, links to online trade magazine articles about specific innovations in specific companies. New information. The network changes at the speed of light, and new information appears constantly. The site will present the new information selectively. This new information will range from new developments in the field to new data and projections about the use of key technologies and standards. More information. In some cases, materials that, while not entirely new, will be offered are a useful supplement that some teachers wish to use in their classrooms. For example, the additional chapter 1 reading page has a short tutorial on base 2 arithmetic. Companion website: The Student Support website will also be a place for students to go for interactive support. Exercises on the Internet. All chapters and some modules will have online exercises to provide practical learning. For example, do students know how to find out their computer's IP address? Do they know how many routers there are between themselves and their favorite websites? Do they know how fast their Internet connection really is? In online exercises, they will be able to find out. Load questions at the end of the chapter/module. Each chapter and module ends with a series of review questions that test students their understanding of the material. Students can download questions from the end of the chapter and the end of the module. They can enter their answers and then give their work to the teacher on paper or electronically. PowerPoint PowerPoint Presentation For teachers who use PowerPoint presentations, students can download them from the website. In addition, adopters of the book are free to copy presentations on their local sites to facilitate access. Even if the teacher does not use presentations in the classroom, many students will want to download them as instruction guides. Another CD-ROM support is an instructor's drive with a test bank and answer keys. The instructor's CD-ROM disc contains supporting materials that can be used without downloading material: PowerPoint Transparency presentations master a computerized test bank and answer key answers to the end of the chapter/module. Contact the author. Do you have a question or a comment? Please contact the author on Ray@Panko. Instructor's mailing list for news. Also, if you accept the book, send Ray an email and he will put you on the mailing list for adopters. You'll be notified of updates. COVERAGE AND PEDAGOGY Actual Coverage As noted earlier, the goal in writing this book is to cover the technologies and standards that corporations actually use and will use, so that students will have the knowledge they really need. TCP/IP and OSI. TCP/IP and OSI are often taught as competitors. In reality, however, they have become partners. Online and in corporations today, the dominant architecture is really a hybrid of TCP/IP and OSI. Computers are increasingly using TCP/IP at higher levels (internet, transportation, and app) when using OSI on data link and physical layers. This book takes this hybrid TCP/IP/OSI architecture as its primary architectural model. It introduces a full layering of OSI, and it introduces IPX/SPX-OSI communications in Chapter 7 and SNA-OSI Communications in Chapter 11. No matter what standards are used in the upper layers, OSI standards are always used in physical communication and data layers. In the first three chapters, students are well acquainted with TCP/IP standards. In Chapter 3, for example, they learn to think like a rebel by comparing the destination address of incoming packages with the entries in the table of oversalled lamb. They study OSI level standards of physical and reference data throughout the book, in appropriate places. Switch LAN, LANs, including major networking sites, are now switching the rich. We now introduce Ethernet switches and hubs equally into Chapters 6 and 7, and Chapter 8 discusses large network sites based on switches. The focus is on the Ethernet switch, but also covers switching ATMs. Chapter 8 covers switch selection, switch training, VLANs, Layer 3 switches, layer 4 switches and other important LAN switches. The quality of service (AIA) is of increasing concern. Chapter 1 introduces delay and reliability. Chapter 8 details the issue of delay, which covers over-vision, priority, full AIA safeguards and traffic formation. A wide area of the network. In wide network zones, leased lines and public data switched are used roughly equally, so both are covered. However, in the public data network switches, Frame Relay is used much more than an ATM. Consequently, Chapter 9 focuses more on Frame Relay, including a flexible virtual circuit a reconciliation scheme and ways to purchase Frame Relay services. Security. Security is important, as well as, unfortunately, complexity. Chapter 10 details security, including authentication, publicly available key infrastructure, and automated integrated security systems (SSL is an example). Module F, among other things, discusses IPsec, Kerberos and PPTP. Wireless network devices and devices for users that are not available to PC users. Wireless networks have long been a promising way to support mobile devices. However, the wireless network at LAN and metropolitan levels of the area is only now reaching maturity it will need explosive growth. In addition, a large number of other devices of different sizes will join desktop and laptops to reach users. Chapters 5, 7 and 12 discuss wireless networks and Internet access. Chapter 4 spends a considerable amount of time distributing the radio, and Module B is moving into even more detailed distribution. Set up Microsoft Windows. Given the dominance of Microsoft Windows, Chapter 2 introduces a netwqork steup for Internet access, and Chapter 6 discusses setting up a network for client PCs. Telephony. Telephony is introduced throughout the book, including the hierarchy of telephony switches and chain switches in Chapter 1, carriers in Chapter 9, IP telephony in Chapter 11 and Cellular Principles in Chapter 12. Many adopters prefer to cover the phone module, module D. Web access to databases and mainframes. Contrary to popular belief, mainframes do not die. Chapter 11 discusses the integration of web hosting and proposes a window covering mainframe and SNA communication. Pedagogy. As much has been done to make student learning easier and more effective. Previous sections have already discussed the use of end chapter issues to teach students and the use of gold stars to mark important or difficult material in PowerPoint presentations. The book has a number of other innovations. Vignettes. All chapters are open with vignettes to pique student interest. Most vignettes raise questions that a student should consider at the end of a chapter of thought matter using material extracted in the chapter. Start with a friend and a specific one. Many textbooks start with wide area networks that few students have experienced in person. Business communications and data networks, on the other hand, start with two very familiar situations: Internet access (chapters 2-5) and small PC networks (chapters 6 and 7). In these familiar and comfortable environments, students learn concepts through which they can relate. Later, when more unfamiliar types of networks occur, have the knowledge they need to approach them. Styling is treated early and often. Styling is the most complex material in the Many tutorials enter one layer at a time, only giving the whole picture very late in the book. Business Communications and Network data introduces networks at the beginning of the book and repeats it in several contexts such as Internet access and PC networks. This repetition is necessary to learn this difficult material. Illustration. Extensive illustrations of the book are closely integrated into the text. Case studies and online exercises. As noted earlier, the book's companion site has case studies with discussion questions. There are also online exercises for practical work. READ MORE From SECOND EDITION Read more, but fewer chapters and the same general stream of the third edition looks somewhat different from the second edition. This edition has 12 main chapters, while the second edition had only eight. This resulted mainly from breaking Chapter 2 to 6 in smaller units to facilitate assimilation. The display between the second and third editions is very direct in the first six chapters of the second edition, which card directly into chapters three. Chapter 1 of the second edition usually corresponds to Chapter 1 of the third edition. Chapter 2 on layers and TCP/IP is currently Chapters 3 and 4. Chapter 3, dedicated to physical and physical technology, is now Chapters 4 and 5. Chapter 4, on PC Networks, is now Chapter 6 and 7. Chapter 5, dedicated to the transmission of a large network, is currently Chapters 8 and 9. Chapter 6, dedicated to the management of large networks, corresponds to Chapter 10 and Chapter 12. Chapter 7 and 8 covered the application in the second edition, and there was no final final chapter. Chapters 11 and 12 currently cover applications, but do so more selectively. Chapter 11 focuses on critical current applications, including web applications for databases, email, and IP telephony. Chapter 12 focuses on future applications, including wireless applications and network object-oriented programming. Chapter 12 also covers the selection and purchase of products that some teachers wish to cover at the beginning of the course. The last chapter also calls for the book to be closed. TCP/IP Differences theme. In some ways, the TCP/IP material in the early chapters is simplified to facilitate digestibility. For example, fragmentation, thread management, and some other TCP details have now been moved to app A. However, UDP is now being entered with TCP, and now there is a section on how routers actually decide what to do with incoming IP packages by comparing destination addresses with those in the router's over-charged table. Increased accent. Throughout the book, more emphasis is placed on several emerging topics, including the following: The quality of service (AIA). See Chapters 1 and 8. Switch LAN. See Chapters 6-8, especially 8. Security. See all the new treatments in Chapter 10 and module A wide area of the network. See Chapter 9. Wireless. Seeing See 7 and 12 especially. Set up Microsoft Windows for networks. See Chapters 2 and 7. Telephony integration. The phone module was very popular in the second edition. As noted earlier, some basic telephone materials are now integrated into the main chapters, including some media information, the hierarchy of phone switching, schematic switching, cellular basics and IP telephony. Design and Pedagogy Differences more open design book. Prentice Hall beautifully gave the book a more open design, so that the text would not feel crowded for students. Vignettes. As noted earlier, each chapter begins with the opening of a vignette that attracts the interest of students and usually raises questions students will have to resolve by understanding the material in the chapter. Test your understanding. At the end of each section, there is an opportunity to Check Your Understanding, which points students to questions they can answer to test their understanding of the section. Bye, bye, PDU. Chapter 2 uses the term protocol data unit (PDU) for any communication between peer-to-peer processes on the same level, but on different computers. This OSI-specific term has caused a surprising number of problems for students. In response to comments from several adopters, the term PDU is not used in the third edition. Messages between peer-to-peer processes are simply referred to as messages, frames (data link layer) or internet layer packages, or are called standard names such as the TCP segment. To burden cellular generations. The second edition is nicknamed the modern personal communication system (PCS) as the third generation in cellular telephony. However, marketers have named PCS systems as second-generation cellular and the fusion of multimedia cellular technology as the third generation. The third edition of the generational recommers to reflect this change in terminology. BROAD SYLLABI FOR DIFFERENT COURSES A general one semester course for IS students Most faculty members will cover 12 major chapters in a total one semester course for Students Information Systems (IS). A one-semester course with two exams covering 12 main chapters will leave about two weeks for practical exercise or to cover two additional modules completely or partially. In addition, some materials from the modules can be covered along with the main chapters. A quarter of the course for IS students covering networks in a quarter rather than a semester is challenging. This can be done by focusing on the main chapters, eliminating material in boxes, and if it is still too much material, focusing mainly on the main review issues at the end of each chapter. A one-course course for community college coverage networks at a community college may require relief material, depending on student training. Again, the instructor may wish to focus on the main chapters, eliminate the box and perhaps focus on the main review issues at the end of each chapter. Степень MBA MBA In an MBA course, the usual thing is to reduce technical content by focusing on the main chapters and key review issues. In addition, more technical chapters (Chapters 2, 3, 4 and 7) for MBA students can miss a lot. For example, in Chapter 7, I usually only cover CSMA/CD, wireless LANs, and a brief overview of Token-Ring networks. Most instructors use freed time for case studies on the book's website, as well as for individual projects and coursework. The two-semester course for IS students is small, but a growing number of schools have the luxury of a two-semester course. This leaves much more time for practical work. It also allows more advanced modules to be covered. My experience is that it is best to cover advanced modules at the same time as the main material. In other words, after TCP/IP in Chapter 3, follow with Module A (More on TCP/IP). Another option is to cover the main chapters and then the extended modules. This has the advantage of reinforcement and is theoretically better, although it may require careful consideration of earlier materials. More From the back cover of CURRENCY and FLEXIBILTY LEARN from THE MOST CURRENT TEXT ON THE MARKET Wireless networks, the hottest topic in information technology, integrated across the text Peer (P2P) applications, Web Services and .NET App Sections on e-commerce and security Extensive coverage of construction wiring, optical fiber, and practical sections for cutting wires, as well as creating customer-enhanced focus on TCP/IP and Network Security Author supported the website with constant text updates LEARN IN ORDER and with EMPHASIS that you need to focus on the most important chapters for your particular course with flexibility of this text 11 main chapters and 6 key modules. Explore data communication and networking to increase knowledge storage; use advanced modules for further research. Get the most out of this text with concise chapters, practical content, and a flexible layout that allows you to learn creatively in the classroom. 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