

SPRING 2009

IS406B: Politics of Cyberspace

Term-Paper Guidelines

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The Research Report counts for 60% of the final grade. The following guidelines will help students succeed in this project.

- You will prepare a research report (5,000±1,000 words / 10 single-spaced pages) dealing with any legal aspect of cybercrime.
- Pick a topic that *interests* you. There is no point in writing a paper on something you find boring. The research is an opportunity to learn more about something that matters to you; the writing is an opportunity to crystallize your thoughts and your knowledge and to articulate your understanding. You should work with your instructor to select and refine a suitable topic.
- You must submit topic proposals, drafts and final reports *in electronic format* no later than *the start of class* on the stated deadline. You may submit Word DOC, Word DOCX, or RTF formats. No printed (paper) versions will be accepted. Send all files by e-mail to mkabay@norwich.edu.
- The instructor must approve all topics by the date stipulated in the course syllabus. Every day late in submission of the topic proposal will result in a 1-percentage-point penalty on the essay score (counting the score as 100%).
- Once the topic has been approved by the instructor, you must submit a detailed outline of the proposed report, including major headings and a preliminary source list. The deadline is published in the class syllabus. Every day late in submission of the outline will result in a 5-point penalty on essay score for the research report.
- You must submit a draft for instructor review and feedback by the deadline stipulated in the course syllabus. The draft should be a complete work showing the *entire* structure, content and citations for the report. Every day late in submission of the draft will result in a 5-point penalty on the research-report grade. Consider the draft equivalent to what you would normally submit as your final report in any other class.
- The final report will be graded on originality, content/research, and presentation, including proper grammar, spelling, and citation. Every day late in submission of the final report will result in a 10-point penalty on the research-report grade.
- Final word count will be calculated *after* superfluous text (padding) is removed by the instructor. Not counting the footnotes and references, the final report *must not exceed* 6,000 words and *must not be less than* 4,000 words.
- You will present a 30-minute talk about your research at the end of the course. No more than 15 slides are permitted without permission. Dark letters (minimum 24 point) on a light background are acceptable. Use bullet-form points only on the slides, not extended text.

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Research

- Use the Kreitzberg Library online databases available through CLiC or via the off-campus link
< <http://library.norwich.edu/login?url=http://www.norwich.edu/academics/library/onlineoffcamp.html> >
- Pay particular attention to current journals and professional journals or magazines available online and at the Library
- Wikipedia may be used to locate resources but may *not* be used as a reference. See the article “Using the Library Databases” by Meredith Farkas on the MSIA Graduate Portal
< http://grad.norwich.edu/msia/directorscorner/07_17_06/index.html >
- Read Prof Kabay’s paper on Computer-Aided Thematic Analysis™ (CATA) as an aid to organizing your research notes:
< <http://www.mekabay.com/methodology/CATA.pdf> > or
< <http://www.mekabay.com/methodology/cata.htm> >
- Listen to a brief lecture explaining CATA < <http://www.mekabay.com/methodology/cata.pps> >

Writing and Citations

- Failure to cite sources for quoted text *or specific ideas* is plagiarism and will be prosecuted under the academic integrity regulations of Norwich University.
- Failure to quote text exactly or to show changes in quoted text is a serious breach of professionalism and will result in serious point-score penalties.
- You may use any *one* of the three following styles for writing, citations and references:
 - Modern Language Association (MLA) < <http://www.mla.org/style> >
 - American Psychological Association (APA) < <http://apastyle.apa.org> >
 - Chicago Manual of Style (CMS) < <http://www.chicagomanualofstyle.org/bib1.html> >
- You must be consistent in using the style you have selected for any one essay. Do not mix styles in an essay.
- Use footnotes for citations
 - Use the automatic footnote feature of your word processing package. *Do not number footnotes by hand.*
 - Provide only the identifier of the document and a location, not the entire bibliographic data, in a footnote; e.g., Francis, R. (2004a) p 54.
- Provide a *List of Works Cited* at the end of your document
 - Alphabetically sorted by author and by date within author if there are multiple works by the same author
 - Full bibliographic details as represented using your chosen style (MLA, APA, CMS)
- Word counts are significant; writing within limits is a valuable skill.
- Read Prof Kabay’s essay “On Writing”
 - < <http://www.mekabay.com/methodology/writing.htm> >
 - < <http://www.mekabay.com/mkabay/methodology/writing.pdf> >

Grading

- Drafts will be returned with significant markup using TRACK CHANGES and COMMENTS.
- Students are expected to respond to the corrections and suggestions in completing their final version.

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- The rubric below shows how the instructor will grade your term paper. Refer to the rubric frequently when planning and writing your work

RUBRIC for the FINAL PAPER						<i>Student:</i>
100 Points total						Name:
Factor	Weight	90 - 100%	80-89%	70-79%	60-69%	0-59%
Ideas	25%	Outstanding response to assignment; demonstrates sophisticated thought; strong and interesting thesis, which is clearly articulated; defines terms clearly; critical evaluation of sources	Responds appropriately to assignment; states a thesis/central idea, attempts to define terms, although may not be fully successful; shows consideration of sources, but may not evaluate them critically or consistently	Adequate response to assignment; presents central idea in general terms; shows average understanding of sources; if defines terms, definitions may be unclear	No clear central idea or response to assignment; vague or unclear thesis; no clear understanding of sources	Fails to respond to assignment; lacks a thesis or central idea; fails to use sources
Organization & coherence	25%	Logical structure; sophisticated transition from sentences, paragraphs and thoughts; excels at guiding reader through paper	Shows logical progression of ideas and transitions, but some gaps in transitions and logic; paragraphs relate to central thesis or idea; topic paragraph sentences apparent and effective	Ideas may be arranged randomly or listed and lack logical organization; transitions may be sequential rather than logic based; topic paragraph sentences may be general; paragraphs may lack internal organization	Random organization; paragraphs may not relate to central thesis or idea; lacks internal paragraph coherence; may lack topic paragraph sentences	No apparent organization; lacks transitions; lacks coherence; lacks organization within paragraphs
Research & Support	25%	Rich content; uses support effectively and appropriately; explains and provides sufficient evidence to persuade or convince	Offers evidence for support; relevant examples; offers interpretation of evidence	Frequently uses generalizations to support points; examples, if used, may be unclear or not relevant; often depends on opinion or personal experience; assumes evidence speaks for itself, does not explain support	Offers little evidence for support, personal narrative or summary form, rather than analysis of sources to make points	Lacks supporting evidence or uses in irrelevant or brief manner that fails to offer support
Style	15%	Careful and precise word selection; clear sentence structure; focused sentence, not awkward or rambling	General use of words, but sometimes may be too general; generally good sentence structure, although some may be awkward or ineffective	Uses general or vague words, wordy sentences, unfocused, repetitive, or confusing, a number of ineffective sentences	Vague or abstract word use; several awkward sentences; simple sentence structure; may contain several ineffective sentences	Vague words, misuse of words; many awkward sentences, inappropriate language
Mechanics & Word Count	10%	Well polished; contains virtually no spelling, punctuation, and grammatical errors, any errors present are minor; within word-count limits.	Contains some mechanical errors, but does not interfere with reader comprehension. Deviates from word-count limits by no more than 10%	Contains several mechanical errors, which causes some confusion, although does not impede overall reader comprehension. Deviates from word-count limits by no more than 20%	Contains a number of mechanical errors that interfere with reader comprehension. Deviates from word-count limits by no more than 30%	Contains so many mechanical errors that it is impossible to comprehend or follow from sentence to sentence. Deviates from word-count limits by more than 30%

100%

The total points award (out of 100):

Combined weighted percentage score for all categories (out of 100%):

Deductions from the total points awarded for missing time frames:

Grade Instructor will post in the student's grade book:

