

IS455: Strategic Applications of IT

Term-Paper Guidelines

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The Research Project counts for a significant portion of the final grade as defined in the *Course Description*. The following guidelines will help students succeed in this project. Dates of deadlines are in the *Syllabus*.

- Students will prepare a research report of 4,500±500 words (8-10 single-spaced pages) dealing with any approved topic focusing on a specific aspect or case study information assurance technology. Students must work with their instructor to select and refine a suitable topic.
- Submission of the materials
 - No printed (paper) versions of outlines, drafts, or final versions will be accepted.
 - Students must send their files as DOCX, DOC, or RTF document attachments in e-mail to mekabay@gmail.com before the stated deadline.
- Obtaining approval of the topic: (+1 extra point for early submission; -1 for late submission)
 - The instructor must receive all proposed topics by the **topic submission date**. Early *approval* of the topic will result in 1 extra point on the term paper grade. Late submission of the topic proposal will result in a 1-point penalty on the research-report grade.
- Submitting the outline (+1 extra point for early submission; -1 for late submission)
 - Once the topic has been approved by the instructor, students must submit a detailed outline of the proposed report, including major headings and a preliminary source list no later than the **outline submission date**.
 - Early *approval* of the outline will result in 1 extra point on the term paper grade. Late submission of the topic proposal will result in a 1-point penalty on the research-report grade.
- Submitting the draft (+1 extra point for early submission; -1 for late submission)
 - Students must submit a draft for instructor review and feedback no later than the **draft submission date**.
 - The draft should be a complete work showing the entire structure, content and citations for the report. Consider the draft as the equivalent of a final version for any other course.
 - Students will benefit from having a professional technical editor make concrete suggestions for improvement and will be able to apply these without penalty to their final version.
 - Late submission of the draft will result in a 1-point penalty on the research-report grade and may result in refusal of the instructor to provide edits and suggestions for improvement.
- The final report
 - The final report will be graded on originality, content/research, and presentation, including proper grammar, spelling, and citation. See the grading rubric on the last page of these guidelines.
 - Word counts

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- Final word count will be calculated after superfluous text (padding) is removed by the instructor. Maximum grade on essays having fewer words than the minimum word count is set at the percentage of the minimum; e.g., an edited report with 2,000 words of meaningful text would have a maximum grade of 67% even if it were otherwise perfect.
- The report *should not exceed* 5,000 words (students do have other courses to work on) but students may request special permission from the instructor do so if they feel that they want to explore their topic in greater depth.
- Deadlines
 - For attaining possible full points, the **final report** must be submitted no later than the end of the stated deadline. Submitting later than this deadline will occasion penalties.
 - Submitting the final report late will result in a 10-point penalty on the research-report grade for each day or portion of a day late (up to a maximum of 30 points off if submitted before the final deadline).
 - The last time and day for submission of the term paper is indicated in the -. **Failure to submit the paper by this deadline will result in an ungraded paper and a zero grade on the term paper.**
 - Particularly good final reports may be suitable for publication in collaboration with the instructor, who may or may not become a second author on the final version of the paper depending on how much rewriting is required. However, the student is always first author in such cases.
- In-class research presentation
 - Students will present a short talk about their research at the end of the course.
 - Dark letters at a minimum of 24 points on a light background or light letters on a dark background are acceptable.
 - Speakers must use *only* bullet-form points only on the slides, *not* extended text.
 - Speakers must face the class, not the projection screen, while speaking. The screen of the laptop computer on the podium can provide access to talking points.
 - *Speakers are not to read the text of the slides verbatim.*
 - Students should remember that everyone in class, including the instructor, is receptive to their enthusiastic presentation of what they learned from their research. No one is trying to be critical and everyone wishes every speaker well. The experience is meant to be enjoyable for everyone. Speakers can RELAX and just speak naturally about what they found particularly interesting.

Research

- The main resource for this research project is the Kreitzberg Library online databases available through my.norwich.edu or via the off-campus link < <http://www.norwich.edu/academics/library/onlineoffcamp.html> > which will initiate a logon
- Students must pay particular attention to current journals and professional journals or magazines available online and at the Library
- There are entire electronic books available online through the Kreitzberg library. Students should ask the Reference Librarians for help in using these resources if necessary.
- *Wikipedia* may be used to locate resources but **may not be used as a primary 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 >.

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- General references from the public Internet located through GOOGLE searches and the like can be useful but should be secondary to the primary research in the academic literature.
- Resources for learning to use CATA™ to organize research notes:
 - Prof Kabay's paper on Computer-Aided Thematic Analysis™ (CATA™) < <http://www.mekabay.com/methodology/CATA.pdf> >
 - Brief narrated 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. See page 7 of this document: < <http://www.norwich.edu/about/policy/StudentRulesRegs.pdf> >
- 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.
- Students may not reuse their own previously-submitted writings without permission.
- Students 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> >
- Students must be consistent in using the style they have selected for any one essay. Students must not mix styles in an essay.
- Students must use *footnotes* (not endnotes or in-line references) for citations
 - Only the automatic footnote feature of word processing packages is acceptable. *Students must not number footnotes by hand.*
 - Students are to 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 (not the entire title, journal and so on). The details go into the bibliography or the Works Cited.
- Provide a *Works Cited* section at the end of the 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 the chosen style (MLA, APA, CMS)
- If students are using Word 2007, they can use the References | Manage Sources to store bibliographic information and the Style options to define the appearance of references. Insert Citation coupled with the Insert Footnote command will provide automatic compliance with citation standards. Bibliography can generate a Works Cited section automatically.
- Word counts are significant; writing within limits is a valuable skill.
- Read Prof Kabay's essay "On Writing" < <http://www.mekabay.com/mkabay/methodology/writing.pdf> >
- See the sample student essay by Anna Knapp, a 2006 CJ341 student, at < <http://tinyurl.com/knapp-2006> > which is provided by kind permission of the author.

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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; failure to do so will result in penalties.
- The rubric below shows how the instructor will grade the term paper. Students should refer to the rubric frequently when planning and writing their 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: