Term-Paper Guidelines

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The following guidelines will help students succeed in term paper projects for Prof Kabay’s courses.

1 Read the Course Description for Detailed Instructions

- Students will prepare a research report of at least the minimum word count specified in the Course Description. The topics must be approved by the instructor by the stipulated deadline.

- Submission of the materials and late penalties
  - No printed (paper) versions of outlines, drafts, or final versions will be accepted.
  - Students must send their final files as DOCX, DOC, or RTF document attachments using the NUoodle upload facility provided for each assignment by no later than 23:55 on the stated deadline.
  - For attaining possible full points, the final version of the term paper must be submitted no later than the stipulated deadline. Submitting later than this deadline will occasion penalties described in the Course Description.

- In-class research presentation
  - Students will present a talk about their research at the end of the course.
  - Outstanding papers may result in invitations to present the findings at the Annual Information Assurance Student Symposium in late spring of the year. These AIASS presentations will be in addition to the in-class presentations.
  - Slides (PPT[X], PDF, other display formats) are not required – students may simply discuss their findings of interest informally and informatively.
  - Student choosing to use slides should keep in mind some practical guidelines for effective presentations:
    - No more than 15 slides per talk are permitted without permission from the instructor.
    - 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.
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- 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.

2 Research

- Resources for learning to use Computer-Aided Thematic Analysis™ (CATA™) to organize research notes and create an outline of your paper:
  - Prof Kabay’s paper on CATA™ <http://www.mekabay.com/methodology/CATA.pdf>
  - Brief narrated lecture explaining CATA™ <http://www.mekabay.com/methodology/cata.pps>
- 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> which will initiate a logon.
- Another useful source is Google Scholar, which helps students pay particular attention to current journals and professional journals or magazines available online and at the Library.
- There are thousands of 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 Wikipedia may not be used as a primary reference.* See the article “Meredith Farkas – Future of Librarians Interview” by Meredith Farkas of the Kreitzberg Library <http://www.collegeonline.org/library/librarians-online/meredith-farkas.html> for insights into effective use of scholarly and professional resources.
- 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.

3 Writing and Citations

- In general, every assertion of fact must be justified by a reference to a credible source in the scientific or professional literature.
- A minimum of five references per 1,000 words of text is required. Many top-notch essays have double or triple that ratio.
- 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 using ellipses (… and for within-sentence omission or ….) For omissions that cross one or more sentence boundaries) 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 but they may cite their own work when providing references for ideas.
- 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>
- 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.
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- Only the automatic footnote feature of word processing packages or bibliographic tools 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)
  - Modern word processors provide easy access to automatically-generated Works Cited sections that conform to selected citation styles.
  - The free open-source bibliographic database tool, Zotero, provides these functions in your Web browser, allowing you to collect source references, keep them organized, find them, use them in citations, and generate works-cited lists.
- 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.

4 Clarity

- Provide a title page.
- Insert automatic headings to demarcate sections of your paper.
- Generate an automatically-updatable Table of Contents.
- Use “Frequently Corrected Errors” as a checklist when editing your work.
- Always enable automatic spell-, grammar- and style-checking in your word processor and use those functions to identify questionable text and correct errors.
- Read your essay aloud to a friend or to yourself to spot and correct unclear phrasing or other errors.
- See the sample student essay by Anna Knapp, a 2006 CJ341 student, at <http://www.mekabay.com/courses/academic/norwich/model_paper.pdf> which is provided by kind permission of the author.

5 Grading

- Grading 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
    - 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 2,000/3,500 = 57% even if it were otherwise perfect.
    - The report should not exceed the minimum word count by more than a modest percentage (students do have other courses to work on) but there are no penalties if students decide that they want to explore their topic in greater depth.
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- 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.

- 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Weight</th>
<th>90 - 100%</th>
<th>80-89%</th>
<th>70-79%</th>
<th>60-69%</th>
<th>0-59%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>25%</td>
<td>Outstanding response to assignment; demonstrates sophisticated thought; strong and interesting thesis, which is clearly articulated; defines terms clearly; critical evaluation of sources</td>
<td>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</td>
<td>Adequate response to assignment; presents central idea in general terms; shows average understanding of sources; it defines terms, definitions may be unclear</td>
<td>No clear central idea or response to assignment; vague or unclear thesis; no clear understanding of sources</td>
<td>Fails to respond to assignment; lacks a thesis or central idea; fails to use sources</td>
</tr>
<tr>
<td>Organization &amp; coherence</td>
<td>25%</td>
<td>Logical structure; sophisticated transition from sentences, paragraphs and thoughts; excels at guiding reader through paper</td>
<td>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</td>
<td>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</td>
<td>Random organization; paragraphs may not relate to central thesis or idea; lacks internal paragraph coherence; may lack topic paragraph sentences</td>
<td>No apparent organization; lacks transitions; lacks coherence; lacks organization within paragraphs</td>
</tr>
<tr>
<td>Research &amp; Support</td>
<td>25%</td>
<td>Rich content, uses support effectively and appropriately; explains and provides sufficient evidence to persuade or convince</td>
<td>Offers evidence for support; relevant examples; offers interpretation of evidence</td>
<td>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</td>
<td>Offers little evidence for support, personal narrative or summary form, rather than analysis of sources to make points</td>
<td>Lacks supporting evidence or uses irrelevant or brief manner that fails to offer support</td>
</tr>
<tr>
<td>Style</td>
<td>15%</td>
<td>Careful and precise word selection; clear sentence structure; focused sentence, not awkward or rambling</td>
<td>General use of words, but sometimes may be too general; generally good sentence structure, although some may be awkward or ineffective</td>
<td>Uses general or vague words, wordy sentences, unfocused, repetitive, or confusing, a number of ineffective sentences</td>
<td>Vague or abstract wording; several awkward sentences; simple sentence structure; may contain several ineffective sentences</td>
<td>Vague words, masses of words; many awkward sentences, inappropriate language</td>
</tr>
<tr>
<td>Mechanics &amp; Word Count</td>
<td>10%</td>
<td>Well polished; contains virtually no spelling, punctuation, and grammatical errors, any errors present are minor; within word-count limits.</td>
<td>Contains some mechanical errors, but does not interfere with reader comprehension. Deviates from word-count limits by no more than 10%</td>
<td>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%</td>
<td>Contains a number of mechanical errors that interfere with reader comprehension. Deviates from word-count limits by no more than 30%</td>
<td>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%</td>
</tr>
</tbody>
</table>

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: