Term-Project Guidelines

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The Research Project counts for a significant portion of the final grade as defined in the *Course Description*.

Students will prepare a research report of the stipulated minimum and maximum lengths defined by the instructor for that course (e.g., 4,000±500 words for ~7-9 single-spaced pages) dealing with an approved topic. Dates for deadlines are in the *Syllabus*.

The following guidelines will help students succeed in this project.

1. **Proposing topic**

   - Students must work with their instructor to select and refine a suitable topic.

   - Topics are suitable when they focus on a specific aspect or case study relevant to the subject areas of the particular course.

   - Topics must be narrow enough not to require the equivalent of a graduate thesis or textbook to cover the subject area meaningfully.

     o For example, in an information assurance or cybercrime course, "Computer Crime" would be far too broad but "Organized Computer Crime in the Former Soviet Union" or "Anonymous: A Hacktivist Collective" would be reasonable.

     o In a project for the *Politics of Cyberspace* course, "Changing Conceptions of Privacy Among Millennials" would be acceptable but "History of Privacy from Neolithic Times to the Present" would be much too ambitious for a short paper.

2. **Obtaining approval of the topic**

   - The instructor must receive all proposed topics by the topic-submission date.

   - Early approval of the topic will result in extra points on the term-paper grade.

   - Late submission of the topic proposal is blocked.

   - Students who miss the topic deadline may have any subsequent submission rejected; e.g., if students without approval for their topics may be informed upon submission of their outline that they must start over.

   - Similarly, students who submit a final project without ever having obtained permission for their topic may receive a zero for their entire project if the topic is deemed inappropriate for the course.

3. **Submitting the preliminary outline**

   - Students may submit a detailed outline of the proposed report (minimum one page), including major headings and a preliminary source list including at least six references before the mid-semester break.

   - The outline should use WORD (or equivalent) heading styles so that the student can expand the outline into the drafts and generate and automatic Table of Contents without manual typing.

   - References should use the WORD References functions to allow automatic formatting and automatic generation of the Works Cited section.

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4. **Submitting a draft**

    - Students *may* submit a draft via NUoodle2 for instructor review and feedback no later than the draft-submission date listed in the syllabus.

    - 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.

    - Any request for review entails an in-person work session with the instructor.

    - 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.

    - Instructor will not accept or review late submissions.

5. **The final report**

    - The final report will be graded on originality, content, research, and presentation, including proper grammar, spelling, and citations. See the grading rubric on the last page of these guidelines.

    - Word counts

        o   Final word count will be calculated after superfluous text (padding) is removed by the instructor.

        o   The minimum word count is mandatory.

        o   Maximum grade on project reports having fewer words than the minimum word-count limit is set at the percentage of the violation; e.g., an edited report with 2,000 words of meaningful text for a project with a minimum of 3,000 words would have a maximum grade of 67% even if it were otherwise perfect.

        o   The report *should not exceed* the maximum recommended word limit (students do have other courses to work on) but students *may* do so if they feel strongly that they want to explore their topic in greater depth than the suggestion maximum would allow.

6. **Deadlines**

    - The last times and dates for submissions of various stages of the term paper are indicated in the NUoodle2 teaching platform and in the Syllabus.

    - Late submission of the paper stages will be blocked.

    - The only required deadlines are for approval of the topic and submission of the final version; the other deadlines (outline, draft) are optional.

    - Failure to submit the final project report by the deadline will result in a zero grade on the term paper.

7. **Student publication**

    - 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.

    - Most such papers are entirely credited to the student as sole author.

    - The student is always first author even if the instructor participates too significantly to be excluded as an author.

8. **In-class research presentation**

- Students will present a short talk about their research at the end of the course.
    - o The focus is on telling the class what was particularly interesting in the research project.
    - o Students are graded on their sophistication in the presentation.
    - o 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.
    - o In some classes, the instructor may convene panels of several students to speak on related topics.

- PowerPoint slides or equivalent are NOT REQUIRED for this presentation. However, if the student chooses to use presentation slides, the guidelines are as follows:
    - o Dark letters at a minimum of 24 points on a light background or light letters on a dark background are acceptable.
    - o Speakers must use *only* bullet-form points only on the slides, *not* extended text.
    - o Full sentences and complete punctuation are generally unwise,
    - o Speakers must face the class, not the projection screen, while speaking. The screen of a laptop computer or other digital device can provide access to talking points without forcing the speaker to look away from the audience.
    - o Speakers are *not* to read the text of the slides verbatim.

9. **Research**

- The main resources for this research project are 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

- 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:
    - o Prof Kabay's paper on *Computer-Aided Thematic Analysis*™ (CATA™) < http://www.mekabay.com/methodology/CATA.pdf >
    - o Brief narrated lecture explaining CATA™ < http://www.mekabay.com/methodology/cata.pps >

10. **Writing and Citations**

- Failure to cite sources for quoted text *or for specific ideas drawn from other people's work* is plagiarism and will be prosecuted under the academic integrity regulations of Norwich University. See page 9 [PDF

file page 17] of the following document for a definition of *cheating* in the Norwich Honor System:
< http://www.norwich.edu/about/policy/StudentRulesRegs.pdf >

- Failure to quote text exactly, failure to use quotation marks for quoted materials, or failure to show changes in quoted text using square brackets [ ] for capitalization changes or word substitutions, and failure to use ellipses (… for removal of text within a sentence and …. for removal of text crossing sentence boundaries) are serious breaches of professionalism and will result in serious point-score penalties.

- Students may not reuse their own previously-submitted writings from a different course without permission of the instructor.

- Read Prof Kabay's essay "On Writing"
  < http://www.mekabay.com/mkabay/methodology/writing.pdf >

- See the term-paper model (became a chapter in the CSH6) at
  < http://www.mekabay.com/courses/academic/norwich/ia340/Term-Paper_Model.pdf >

11. Formatting

- No printed (paper) versions of outlines, drafts, or final versions will be accepted.

- Students must upload their files as DOCX, DOC, RTF or ODT document attachments in the NUoodle2 classroom using the defined upload facilities before the stated deadline. PDF, TXT and other file formats are not accepted.

- All materials are to be single-spaced.

- No manually numbered or formatted footnotes and citations are accepted. Students may use any *one* of the three following styles for writing, citations and references:

  o Modern Language Association (MLA) < http://www.mla.org/style >

  o American Psychological Association (APA) < http://apastyle.apa.org >

  o Chicago Manual of Style (CMS) < http://www.chicagomanualofstyle.org/home.html >

- Students must be consistent in using the style they have selected for any one project report. Students must not mix styles in an project report.

- Students must use *footnotes* (not endnotes or in-line references) for citations

  o Only the automatic footnote feature of word processing packages is acceptable. *Students must not number footnotes by hand.*

  o 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

  o Alphabetically sorted by author and by date within author if there are multiple works by the same author

  o Full bibliographic details as represented using the chosen style (MLA, APA, CMS)

  o If students are using Word 2007 or Word 2010, they should use the **References | Manage Sources** function 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 with proper format in your preferred style and in perfect alphabetical order.

12. **Collaboration when Reviewing Drafts**

- The instructor encourages students to have their fellow-students read and comment upon their drafts.

- Such collaboration is positive for everyone and in no way constitutes cheating as long as the reviewer does not rewrite the materials for the author but rather raises questions and makes suggestions for improvement

13. **Grading Rubric**

- 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.

Factor	Wt	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	10%	*Well polished; contains virtually no spelling, punctuation, and grammatical errors, any errors present are minor.*	*Contains some mechanical errors, but does not interfere with reader comprehension.*	*Contains several mechanical errors, which causes some confusion, although does not impede overall reader comprehension.*	*Contains a number of mechanical errors that interfere with reader comprehension.*	*Contains so many mechanical errors that it is impossible to comprehend or follow from sentence to sentence.*
	100%				**Maximum points awarded (out of 100):**	
		Mininum words:	*3000*	**Minimum words:**	*4000*	**Words:**
					Deductions from total for going beyond word count limits:	
					Maximum grade for this essay:	