CIS 4360-110, 10383, STRATEGIC INFORMATION SYSTEMS

SPRING 2023

TEXAS A&M UNIVERSITY-CENTRAL TEXAS

COURSE DATES, MODALITY, AND LOCATION

Strategic Information Systems is a 16-week 100% online course beginning on January 17, 2022 and ending on May 12, 2022.

This course uses the A&M-Central Texas Canvas Learning Management System found here: https://tamuct.instructure.com/.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Lavanya Elluri
Email: elluri@tamuct.edu (Preferred method of communication.)

Office Hours

I am available to all students on an appointment basis. Please send an email to the above address to schedule an appointment. Virtual office hours are available by appointment.

Student-Instructor Interaction

I will respond to all student emails within 24 hours of receipt.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
    o iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]

- o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
    [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description

This course will explore necessary management actions, which will ensure that information is available, correct, manipulatable, protected, and archived in proper forms to allow for strategic use of information systems in the enterprise. Throughout this course, we will review a set of conceptual frameworks of IT management and by developing a critical view of two levels of IT management - strategic and tactical. We will address the value/importance of IT from strategic and tactical perspectives and the IT management challenges of managing people, processes, and technology.

Prerequisite(s): Senior Standing or CIS 4350 or Permission of Department Chair.

Course Attributes: Writing Instructive Program

Course Objective or Goal
Student Learning Outcomes

At the conclusion of the course, the student will be able to:

CL01: Summarize how business organizations employ information technology to create a competitive advantage.
CL02: Demonstrate among the ways businesses use IT strategically, such as for enterprise, business-to-business, and e-commerce computing.
CL03: Explain the roles and impact of business processes as they relate to information systems within an organization.
CL04: Analyze formal methodologies to improve system planning, analysis, and architecture design.
CL05: Analyze the architecture of an electronic commerce system, including the system hardware, system software, database system, online transaction, and user interface.
CL06: Evaluate how each component of an e-commerce system can be used to improve a business organization and contribute to its competitive advantage.
CL07: Create a technology strategy for an organization.

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Relationship Between CLOs and Program Learning Outcomes (PLOs)

CLOs	PLOs			
	Written Communication	Ethical Reasoning	Computing Solution Design	IT Security Knowledge
CLO1	R			
CLO2	R			
CLO3	R			
CLO4	R		P	
CLO5	R		P	
CLO6	R		P	
CLO7	R		P	

Competency Goals Statements

BS-CIS, BBA-CIS, BAAS_IT Competencies:

- Graduates should demonstrate the ability to communicate effectively on technical and non-technical subjects in Computer Information Systems.
- Graduates should be able to analyze business requirements and design appropriate Information Systems solutions.
- Graduates should be able to demonstrate an ability to apply general knowledge and skills related to software application solutions to an organization's Information System's needs.

REQUIRED READING AND TEXTBOOK

Title: The Strategic Management of Information Systems
- Building a Digital Strategy

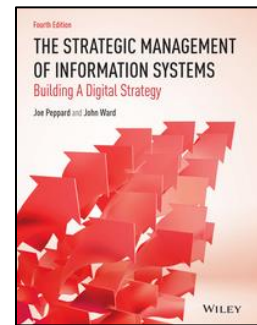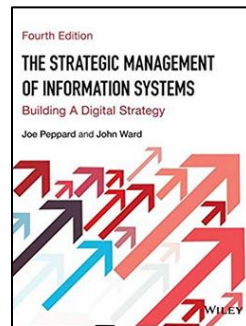**Authors:** Joe Peppard and John Ward
Edition: 4th
Publisher: John Wiley & Sons UK
Print ISBN: 9780470034675, 047003467X
eText ISBN: 9781119215479, 1119215471
Copyright year: 2016

COURSE REQUIREMENTS

Meet & Greet Discussion Forum: This assignment will be a discussion post where you will give a brief (about two short paragraphs) description of yourself and why you are taking this class. Only share what you are comfortable with. The Meet & Greet discussion forum is worth a maximum of five (5) points.

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Group Discussion Forums: There will be twelve (12) group discussion forums. The group discussion forums will initiate with an instructor posed question. Students must make an initial post (150-word minimum) and a minimum of two reply posts (75-word minimum each) to their classmates. The reply post requirement necessitates a response to two (2) different members of the class. Continued conversations beyond the minimum reply posts required are encouraged. All posts should be substantive and further adhere to the Group Discussion Forum Grading Rubric as it appears later in this syllabus (and in Canvas). Note: The group discussion forums will require critical thinking and research skills (as group discussion forum answers are not entirely found in the textbook). The group discussion forum goal is to enhance our individual and collective knowledge (sharing our opinions and insights along the way). The group discussion forums are worth a maximum of ten (8) points each for a maximum total of 96 points.

Quizzes: There will be twelve (12) quizzes to be completed in the A&M-Central Texas Canvas Learning Management System. Each quiz includes three (3) – four (4) short answer essay questions to be answered in a 75-minute timeframe. The quizzes with one (1) attempt are open book and open notes. The quizzes are worth a maximum of ten (8) points for a maximum total of 96 points. All quiz questions must be answered in your own words except when asked for a specific list (detailed directions appear in Canvas).

Case Study (Signature Assignment): There will be one (1) case study to be completed in the A&M-Central Texas Canvas Learning Management System. The case study has five (5) waypoints. Detailed instructions for the case study appear in Canvas. The case study is worth a maximum total across waypoints of 105 points. The complete and final case study submission (Case Study Waypoint #5) will be graded according to the Case Study Waypoint #5 Grading Rubric as it appears later in this syllabus (and in Canvas). Case Study Waypoints #1 - #4 will be graded on your ability to follow instructions and further on the overall developed product (how much effort you put into it). You will have an opportunity to revise and resubmit Case Study Waypoints #1 - #4 based upon the individualized feedback you receive (serving as a grade improvement measure and an opportunity to develop a more complete and developed final case study submission).

Term Paper: There will be one (1) term paper to be completed in the A&M-Central Texas Canvas Learning Management System. The term paper has six (6) waypoints. Detailed instructions for the term paper appear in Canvas. The term paper is worth a maximum total across waypoints of 150 points. The complete and final term paper submission (Term Paper Waypoint #5) will be graded according to the Term Paper Waypoint #5 Grading Rubric as it appears later in this syllabus (and in Canvas). Term Paper Waypoints #1 - #4 will be graded on your ability to follow instructions and further on the overall developed product (how much effort you put into it). You will have an opportunity to revise and resubmit Term Paper Waypoints #1 - #4 based upon the individualized feedback you receive (serving as a grade improvement measure and an opportunity to develop a more complete and developed term paper submission). Term Paper Waypoint #6 requires the construction of a PowerPoint Slideshow (both audio and visual) which will be graded according to the Term Paper Waypoint #6 Grading Rubric as it appears later in this syllabus (and in Canvas).

Grading Criteria Rubric and Conversion

Required Activity	Quantity	Points	Total
Meet & Greet Discussion Forum	1	3	3
Group Discussion Forums – *Will be graded with group discussion rubric*	12	8	96
Quizzes	12	8	96
Case Study	-	-	-
Case Study Waypoint #1	1	5	5
Case Study Waypoint #2	1	12.5	12.5
Case Study Waypoint #3	1	18.75	18.75
Case Study Waypoint #4	1	18.75	18.75
Case Study Waypoint #5 - *Will be graded with case study waypoint #5 rubric*	1	50	50
Term Paper	-	-	-
Term Paper Waypoint #1	1	5	5
Term Paper Waypoint #2	1	7.5	7.5
Term Paper Waypoint #3	1	12.5	12.5
Term Paper Waypoint #4	1	30	30
Term Paper Waypoint #5 - *Will be graded with term paper waypoint #5 rubric*	1	70	70
Term Paper Waypoint #6 - *Will be graded with term paper waypoint #6 rubric*	1	25	25
Comprehensive Exam	1	50	50
Total			500

Point Range	Letter Grade
500-451	A
450-401	B
400-351	C
350-301	D
300-0	F

Posting of Grades

Grades will be posted to the Canvas grade book as assignments are graded. This will typically be done once all students have submitted the assignment.

Grading Policies

All assignments must be submitted before the posted deadline. No late assignments will be accepted.

COURSE OUTLINE AND CALENDAR

Week	Dates	Learning Materials	Deliverables
1	01/17 - 01/22	Read Syllabus Thoroughly	Meet & Greet Discussion Forum Term Paper Waypoint #1 Case Study Waypoint #1
2	01/23 - 01/29	Chapter 1 Textbook Chapter 1 PPTs	Group Discussion Forum #1 Quiz #1 Term Paper Waypoint #2 Case Study Waypoint #2
3	01/30 - 02/05	Chapter 2 Textbook Chapter 2 PPTs	Group Discussion Forum #2 Quiz #2 Term Paper Waypoint #3
4	02/06 - 02/12	Chapter 3 Textbook Chapter 3 PPTs	Group Discussion Forum #3 Quiz #3
5	02/13 - 02/19	Chapter 4 Textbook Chapter 4 PPTs	Group Discussion Forum #4 Quiz #4
6	02/20 - 02/26		Case Study Waypoint #3
7	02/27 - 03/05	Chapter 5 Textbook Chapter 5 PPTs	Group Discussion Forum #5 Quiz #5
8	03/06 - 03/12	Chapter 6 Textbook Chapter 6 PPTs	Group Discussion Forum #6 Quiz #6
9	03/20 - 03/26		Term Paper Waypoint #4
10	03/27 - 04/02	Chapter 7 Textbook Chapter 7 PPTs	Group Discussion Forum #7 Quiz #7
11	04/03 - 04/09	Chapter 8 Textbook Chapter 8 PPTs	Group Discussion Forum #8 Quiz #8 Case Study Waypoint #4
12	04/10 - 04/16	Chapter 9 Textbook Chapter 9 PPTs	Group Discussion Forum #9 Quiz #9
13	04/17 - 04/23	Chapter 10 Textbook Chapter 10 PPTs	Group Discussion Forum #10 Quiz #10
14	04/24 - 04/30	Chapter 11 Textbook Chapter 11 PPTs	Group Discussion Forum #11 Quiz #11
15	05/01 - 05/07	Chapter 12 Textbook Chapter 12 PPTs	Group Discussion Forum #12 Quiz #12 Term Paper Waypoint #5
16	05/08 - 05/12		Case Study Waypoint #5 Term Paper Waypoint #6

Important University Dates

Please see the attached link for the A&M-Central Texas Academic Calendars, which track important deadlines and dates for the school year and semesters: https://www.tamuct.edu/registrar/academic-calendar.html

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

    Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

      Email: helpdesk@tamu.edu
      Phone: (254) 519-5466
      Web Chat: [http://hdc.tamu.edu]
      Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information

you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](#), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

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Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

OTHER POLICIES

The instructor reserves the right to modify the course syllabus during the semester for the benefit of the students.

The instructor reserves the right to supplement materials presented in the text with additional course material that may help the students better understand a topic(s).

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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GROUP DISCUSSION FORUM GRADING RUBRIC

Group Discussion Forum Grading Rubric			
	Levels of Achievement		
Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Spelling, Writing Mechanics, and Referencing (Initial and reply posts)	1.5 Points	0.75 Points	0 Points
	Submits posts that contain no more than two total errors in sentence structure/grammar/spelling errors, and the student uses APA 7th Edition in-text citations and end references for all information sources.	Submits posts that contain more than two total errors in sentence structure/grammar/spelling errors or student cites some information sources using APA 7th Edition in-text citations and end references.	Submitted posts are written poorly with numerous sentence structure/grammar/spelling errors, or the student does not use APA 7th Edition in-text citations and end references to cite most or all of the information sources.
Timeliness (Initial and reply posts)	1.5 Points	0.75 Points	0 Points
	The student successfully posted their initial post 24 hours (Saturday by 11:59 p.m. CST) before the stated due date, affording classmates time to read and respond accordingly, and posted a minimum of two reply posts by the stated deadline (Sunday by 11:59 p.m. CST).	The student successfully submitted their initial post and a minimum of two reply posts by the stated due date (Sunday by 11:59 p.m. CST).	The student did not successfully submit their initial post or a minimum of two reply posts by the stated due date (Sunday by 11:59 p.m. CST).
Reply Posts	3 Points	1.5 Points	0 Points
	A minimum of two reply posts actively establishes a positive learning environment and contributes new information to the discussion exhibiting a high-level understanding of the materials.	One reply post (out of a minimum of two reply posts) actively establishes a positive learning environment, or one reply post contributes new information to the discussion exhibiting a high-level understanding of the materials.	Reply posts (out of a minimum of two reply posts) do not actively establish a positive learning environment or do not contribute new information to the discussion.
Initial Post	4 Points	2 Points	0 Points
	The initial post displays an excellent, well-researched understanding of the materials and underlying concepts, including the correct use of terminology. The initial post incorporates at least one outside resource (relevant research) to support important points (requires APA 7th Edition in-text citation and end reference – See Spelling, Writing Mechanics, and Referencing Rubric Criteria).	The initial post repeats and summarizes basic, correct information, or the initial post does not incorporate at least one outside resource (relevant research source) with appropriate APA 7th Edition in-text citation and end reference to support important points (See Spelling, Writing Mechanics, and Referencing Rubric Criteria).	The initial post is superficial without supporting statements, and the initial post does not incorporate at least one outside resource (relevant research) to reinforce important points with appropriate APA 7th Edition in-text citation and end reference (See Spelling, Writing Mechanics, and Referencing Rubric Criteria).

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CASE STUDY WAYPOINT #5 GRADING RUBRIC

Case Study Waypoint #5 Grading Rubric			
	Levels of Achievement		
Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Integration of Knowledge	10 Points	5 Points	2 Points
	The case study demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The case study demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the case study.	The case study demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.
Depth of Discussion	10 Points	5 Points	1.75 Points
	In-depth discussion & elaboration in all sections of the case study.	In-depth discussion & elaboration in most sections of the case study.	In-depth discussion & elaboration in some sections of the case study.
Cohesiveness	9 Points	4.5 Points	1.75 Points
	Ties together information from all sources. Case study flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Case study flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among some material obtained from all sources.	Sometimes ties together information from all sources. Case study does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.

Sources	7 Points	3.5 Points	1.75 Points
	At least 10 credible sources (peer-review journal articles, scholarly books, authoritative websites). Sources include both general background sources and specialized sources.	Less than 10 credible sources (peer-review journal articles, scholarly books, authoritative websites) but more than seven credible sources. Sources include both general background sources and specialized sources.	Fewer than 7 credible sources (peer- review journal articles, scholarly books, authoritative websites) but more than seven credible sources. Sources include both general background sources and specialized sources.
APA 7th Edition	7 Points	3.5 Points	1.75 Points
	The case study adheres to formal APA 7th edition writing format.	The case study adheres to some formal APA 7th edition writing format components.	The case study demonstrates little adherence to formal APA 7th edition writing format.
Composition	7 Points	3.5 Points	1.75 Points
	The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were chosen that precisely expressed the intended meaning and supported reader comprehension. Tables, graphs, charts, and figures enhanced and clarified the presentation of ideas. Sentences were grammatical and free from errors.	The deliverable was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor exceptions. Tables, graphs, charts, and figures were mostly consistent with the conducted research. Sentences were mostly grammatical and/or only a few spelling errors were present, but they did not hinder the reader.	The deliverable lacked overall organization. The reader had to make considerable effort to understand the logic and flow of ideas. Tables, graphs, charts, and figures were absent or inconsistent conducted research. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.

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TERM PAPER WAYPOINT #5 GRADING RUBRIC

Term Paper Waypoint #5 Grading Rubric			
	Levels of Achievement		
Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Integration of Knowledge	16 Points	8 Points	4 Points
	The term paper demonstrates that the author fully understands and has applied researched concepts which are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The term paper demonstrates that the author, for the most part, understands and has applied researched concepts Some of the conclusions, however, are not supported in the body of the paper.	The term paper demonstrates that the author, to a certain extent, understands and has applied researched concepts.
Depth of Discussion	16 Points	8 Points	4 Points
	In-depth discussion & elaboration in all sections of the term paper.	In-depth discussion & elaboration in most sections of the term paper.	In-depth discussion & elaboration in some sections of the term paper.
Cohesiveness	16 Points	8 Points	4 Points
	Ties together information from all sources. The term paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. The term paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from some sources.	Sometimes ties together information from all sources. The term paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.

Sources	7 Points	3.5 Points	1.75 Points
	At least 15 credible sources (peer-review journal articles, scholarly books, authoritative websites). Sources include both general background sources and specialized sources.	Less than 15 credible sources (peer-review journal articles, scholarly books, authoritative websites) but at least eleven credible sources. Sources include both general background sources and specialized sources.	Fewer than 11 credible sources (peer- review journal articles, scholarly books, authoritative websites) but more than seven credible sources. Sources include both general background sources and specialized sources.
APA 7th Edition	7 Points	3.5 Points	1.75 Points
	The term paper adheres to formal APA 7th edition writing format.	The term paper adheres to some formal APA 7th edition writing format components.	The term paper demonstrates little adherence to formal APA 7th edition writing format.
Composition	8 Points	4 Points	2 Points
	The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were chosen that precisely expressed the intended meaning and supported reader comprehension. Tables, graphs, charts, and figures enhanced and clarified the presentation of ideas. Sentences were grammatical and free from errors.	The deliverable was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor exceptions. Tables, graphs, charts, and figures were mostly consistent with the conducted research. Sentences were mostly grammatical and/or only a few spelling errors were present, but they did not hinder the reader.	The deliverable lacked overall organization. The reader had to make considerable effort to understand the logic and flow of ideas. Tables, graphs, charts, and figures were absent or inconsistent conducted research. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.

TERM PAPER WAYPOINT #6 GRADING RUBRIC

Term Paper Waypoint #6 Grading Rubric		
Category	Scoring Criteria	Total Points
Organization (6 points)	The type of presentation is appropriate for the topic and audience.	2
	Information is presented in a logical sequence.	2
	Presentation appropriately cites requisite number of references.	2
Content (12 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	2
	Technical terms are well-defined in language appropriate for the target audience.	2
	Presentation contains accurate information.	2
	Material included is relevant to the overall message/purpose.	2
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	2
	There is an obvious conclusion summarizing the presentation.	2
Presentation (7 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1
	Speaker uses a clear, audible voice.	1
	Delivery is poised, controlled, and smooth.	1
	Good language skills and pronunciation are used.	1
	Visual aids are well prepared, informative, effective, and not distracting.	1
	Length of presentation is within the assigned time limits.	1
	Information was well communicated.	1
Score	Total Points	25