

COURSE TITLE BLACKBOARD SITE	INT3023 – IT Inaugural Fall 2011 – http://my.ltu.edu and select CRN 1796
INSTRUCTOR	Name: Howard Ellison Title: Adjunct Professor Telephone: (248) 408-1466 E-mail: howard_llsn@yahoo.com Office hours by appointment
SCHEDULE	September 7 – December 17, 2011 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/HOURS PREREQUISITE	Undergraduate Degree / 3 credit hours
REQUIRED TEXT (See Blackboard for additional resources)	Author: Paige Baltzan Title: Business Driven Information Systems Edition: Third Edition Publisher: McGraw-Hill ISBN: 978-0-07337682-0 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne .

COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Sep 7 – Sep 11	Module 0	Overview of textbook Online Learning Orientation Course Orientation and group formation	Course orientation Instructor conversation Read Course Syllabus Introduce yourself via Discussion Board
Week of Sep 12 – Sep 18	Module 1 (note: more than one module may be scheduled in a week)	Chapter 1 Management Information Systems: Business Driven MIS	Complete Chapter 1 Discussion Posts, Create and lead Technology in the News Posts, Start research on Assignment #1
Week of Sep 19 – Sep 25	Module 2	Chapter 2 – Decisions and Processes: Value Driven Business	Complete Chapter 2 Discussion Posts, Create and lead Technology in the News Posts, Continue on Assignment #1
Week of Sep 26 – Oct 2	Module 3	Chapter 3 – Ebusiness: Electronic Business Value	Complete Chapter 3 Discussion Posts, Create and lead Technology in the News Posts,
Week of Oct 3– Oct 9	Module 4	Chapter 4 – Ethics and Information Security: MIS Business Concerns	Complete Chapter 4 Discussion Posts, Create and lead Technology in the News Posts, Start research on Assignment #2
Week of Oct 10 – Oct 16	Module 5	Chapter 5 – Infrastructures: Sustainable Technologies	Complete Chapter 5 Discussion Posts, Create and lead Technology in the News Posts, Continue on Assignment #2 Individual Assignment #1 Due

Dates	Modules	Topics / Readings	Assignments Due
Week of Oct 17 – Oct 23	Module 6	Chapter 6 – Data: Business Intelligence	Complete Chapter 6 Discussion Posts, Create and lead Technology in the News Posts,
Week of Oct 24 – Oct 30	Module 7	Chapter 7 – Networks: Mobile Business	Complete Chapter 7 Discussion Posts, Create and lead Technology in the News Posts, Start research on Assignment #3
Week of Oct 31 – Nov 6	Module 8	Chapter 8 – Enterprise Applications: Business Communications	Complete Chapter 8 Discussion Posts, Create and lead Technology in the News Posts, Continue on Assignment #3 Start work on Reflective Consolidation Paper
Week of Nov 7 – Nov 13	Module 9	Chapter 9 – Systems Development and Project Management: Corporate Responsibility	Complete Chapter 6 Discussion Posts, Create and lead Technology in the News Posts, Continue work on Reflective Consolidation Paper Individual Assignment #2 Due
Week of Nov 14 – Nov 20	Module 10	Appendix C: Designing Databases	Complete Appendix C Discussion Posts, Create and lead Technology in the News Posts, Continue work on Reflective Consolidation Paper
Week of Nov 21 – Nov 27	Module 11	Appendix A: Hardware and Software Basics Light Week – Thanksgiving Break	Complete Appendix A Discussion Posts, Create and lead Technology in the News Posts, Continue work on Reflective Consolidation Paper
Week of Nov 28 – Dec 4	Module 12	Appendix B: Networks and Telecommunications	Complete Appendix B Discussion Posts, Create and lead Technology in the News Posts,

Dates	Modules	Topics / Readings	Assignments Due
			Continue work on Reflective Consolidation Paper
Week of Dec 5 – Dec 11	Module 13		Individual Assignment #3 Due
Week of Dec 12 – Dec 17	Final Exams	Course Summary End of Course	Reflective Consolidation (Final Exam) Paper Due

STUDENT EVALUATION

The course has 08 assignments totaling 705 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

EXAMPLES:

Assignments	Points
Student Introduction(s)	5
Technologies In The News	60
Online Participation	120
Assignment # 1	100
Assignment # 2	100
Assignment # 3	100
Quizzes	120
Final Exam	100
Total Points	705

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

EDUCATIONAL GOALS

This course is an introduction to how information is used in organizations and how information technology enables improvement in quality, timeliness and competitive advantage. Systems and development

concepts, information technology issues, as well as hardware and software consideration are topics that are covered.

STUDENT LEARNING OBJECTIVES / OUTCOMES

This course focuses on the effect of technology on the business enterprise and the use of IS for competitive advantage. Specific course objectives are:

- Identify the role of IS in achieving a competitive edge.
- Examine the technology base on which modern information systems are based.
- Identify the basic steps in systems development and examine the processes of planning, designing and implementing IS for an organization.
- Identify the role of the non-IS manager in the emerging areas of end-user computing, decision support systems and artificial intelligence.
- Define and analyze typical functional information systems and identify how they meet the needs of the firm.
- Define the relationships between the non-IS manager and the IS function.
- Define the roles and responsibilities of IS personnel.
- Examine issues in international information system.
- Examine ethical and social issues in information systems.
- Examine the future directions of data processing, including risks and opportunities

PREREQUISITE SKILLS

Students must be admitted to an LTU undergraduate degree program to take this course. Students should have a basic understanding of information systems principles acquired through personal and/or business use of IS, and should be fluent in the use of personal productivity tools such as Blackboard, email, word processing software, spreadsheet/database software, and presentation software.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

Publisher Web Site – A publisher web site at <http://www.nnn.com/nnn> includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

Assignments

Grading Distribution	Points	Percentage
Student Introduction	5	
Discussion Questions (Online Component)	120	15.00%
Technology News/Pod Cast (Online Component)	60	7.50%

Chapter Quizzes (online)	120	15.00%
Assignment #1 – Podcast Review	100	12.50%
Assignment #2 - Topic Presentation	100	12.50%
Assignment #3 - Research Paper	100	12.50%
<u>Reflective Consolidation Paper</u>	<u>100</u>	<u>12.50%</u>
Total	705	100.00%

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me to store your email address in my directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

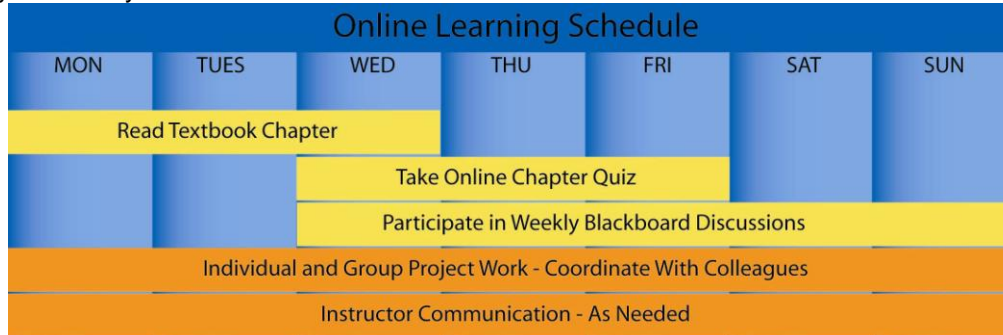
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working with your group on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:



ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “Safe Assign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Assignment Online Participation (120 Points)

Online Participation

This is an online class. Students are encouraged to post discussion questions and responses throughout the week. Since we won't meet in-person, the online forum is our best venue for collaboration and discussion.

Students are required to respond to 3 (2 instructor and 1 student submitted) posts to receive the maximum points for the chapter.

Please read the grading guidelines for online participation in Appendix A.

Technology In The News (60 Points)

Technologies in the News/PodCasts

This assignment is quite often the most popular assignment in the class. Simply the goal of this assignment is for each student to locate information (online, in print, on the news, in the paper, etc.) on some technology that solved a social or business problem and can be tied back to the current chapters we are covering. *Each student will generate a post that summarizes the news item (tell us about the technology), connect it to our chapters (make the connection) and asks an open-ended question of the class regarding the technology.* During this course each student is to create six of these posts, each worth 10 points for a total of 60 points towards the final grade. You are encouraged to start posting your technology or podcast summary and discussion questions early.

Please note each student needs to lead their Technology in the News post with a facilitating question.

Simply posting a link to an article without facilitating questions is not sufficient.

Sources for Weekly Technology Podcast

Using iTunes search for the following podcasts...and subscribe to one or more:

- The World: Technology from the BBC/PRI/WGHB
- Inside the Net
- KFI Tech Guy
- Digital Planet
- Security Now!
- CNET New.com daily tech news podcast
- This Week in Tech
- Entrepreneurship – powered by Pod Tech
- Business Week – Technology and You
- Tech Nation w/Moira Gunn
- ...and many, many more.

If you are searching for other technology related podcasts at iTunes use keywords in the Search Music Store such as:

- Business and technology
- Technology
- Government and technology
- Economics and technology
- Entertainment and technology
- ...use your imagination, and find a minimum of four to draw upon.

iTunes (<http://www.apple.com/itunes/download/>) is a free application and each of the podcasts above are free. You do not need an iPod to listen to these...just a set of speakers and an occasional connection to the internet for an update

NOTE: The online portions and discussion are worth about 22.5% of your overall grade

Chapter Quizzes (120 Points)

Chapter Quizzes

Each chapter will have an online quiz. Each quiz will consist of 10 questions selected at random from a pool of questions that include true/false, multiple choice, essay, and short answer. Students may take the exam twice (2), exams cannot be saved and then resumed, and retaking the exam will generate an entirely new question set from the pool. **Chapter quizzes are worth 20% of your grade.**

NOTE: The “Online Participation”; “Technologies in the News/PodCasts”; and “Chapter Quizzes” are completed online and make up 50% of the potential grade for this class.

Individual Assignment #1 (100 Points)

Individual Assignments, Papers/Projects and Presentations

All papers are required to use the APA citation format when referencing or quoting work from other sources.

Assignment #1: Podcast Review Assignment

1. Download and install iTunes on your PC.
2. Using iTunes search for the following podcasts and select a podcast to review.
 - The World: Technology from the BBC/PRI/WGHB
 - Inside the Net
 - KFI Tech Guy
 - Digital Planet
 - Security Now!
 - CNET New.com daily tech news podcast
 - This Week in Tech
 - Entrepreneurship – powered by Pod Tech
 - Business Week – Technology and You
 - Tech Nation w/Moira Gunn
 - Or any other technology podcast of your choosing
3. Write a 5-page paper double-spaced that addresses the following items:
 - a. List the specific podcast title
 - b. Podcast Summary
 - c. What were the key issues, news or recommendations?
 - d. What is your interpretation of the content presented?
 - e. How can you apply the information to your work or academic career?
 - f. What are the future areas for learning in this area?

Students need to select an original podcast that hasn't been used in their Technology in the News postings.

The assignment is worth 100 points.

Individual Assignment #2 (100 points)

Assignment #2: IT Topic Presentation

Prepare a 25-30 slide presentation on an IT topic of your choice. Using the chapters as a guideline, identify a topic that you are interested in exploring further, research the topic, and develop the presentation. The student should research a minimum of 5 sources (academic journals, internet articles, vendor sites, etc) and include material in the presentation.

For example, in Chapter 3, the course covers e-Business. A potential topic could include Internet Marketing, Social Media and e-Commerce, common blog or Web 2.0 software platforms, etc.

Assignment Deliverables:

1. 20-30 slide presentation on IT topic
2. Include 5 sources in your presentation
3. Include a works cited slide that cites the resources in APA format
4. Submit a copy of the presentation to Blackboard
5. Post a copy of the presentation to the IT Topic Presentation Discussion board
6. Post 3 questions for the class to respond
7. Select a classmates presentation and respond to the 3 questions

The assignment is worth 100 points and will be graded as follows:

- Presentation: 70 points
- Post 3 Discussion Questions: 10 points
- Respond to classmates 3 Questions: 20 points

Individual Assignment #3 (100 points)

Assignment #3: Paper Assignment

Prepare a 5-page (double-spaced) opinion paper on a technology issue of your choice (5 pages equals about 2000 words). The paper is designed to be an opinion paper like you would see on a newspaper Op-Ed page. ***It should explain the pros and cons of a particular issue and make an argument for a specific opinion about the issue. Your paper cannot be just a summary of what you have read; it MUST have a clear thesis and a clear argument.*** There is no right or wrong answers to these questions. You will be graded on the quality of your argument as well as the quality of your writing, not the opinions that you hold. The instructor is willing to discuss the paper assignment in office hours or review drafts and make suggestions. A numerical grade will be assigned.

You should do some research for background either on the Internet or in the library. You are strongly encouraged to use the Internet to do some of your research. You must include a bibliography that lists the sources. The paper is expected in APA format; those papers not in APA format will have points subtracted. Proper APA formatted in-text citations and reference page are required.

The paper should be prepared in Microsoft Word. You should be sure to use both the spelling and grammar checking functions to correct the final paper before turning it in. Points will be subtracted for mistakes in these areas.

Some suggested topics are provided below. You may pick your own if you do not like these as long as it has something to do with recent developments in information technology. Please run any topic that is not on here by your instructor.

Globalization:

1. Are we suffering from “Information Overload? If so, what can be done to alleviate this phenomenon?
2. What are the social costs of increasing “globalization”? Suggest some ways that we can maximize the benefits and minimize the costs of the emerging information-based economy?
3. Is the advance of information technology increasing the gap between rich and poor? What can we do about it? Is there a “digital divide?”
4. How is the Internet transforming the way that we communicate? Is the great increase in the speed of communications increasing or decreasing the quality of our communications?

Business:

1. Are Internet companies being overvalued or does their immense rise in price reflect their fair market value?
2. Should the government make it harder or easier for businesses to export encryption technology?
3. Is the increasing role of computers in our lives eliminating our consumer privacy protections? Are we less able to protect our personal information about our consumer preferences, medical records, etc? Are the tradeoffs worth it or do we need stronger legal protections for personal consumer privacy?
4. Who owns email that is written on a company computer? Does your employer have the right to read an employee’s email and take disciplinary action against an employee on the basis of the contents of that email?

Government Regulation of the Internet and the Computer Industry:

1. Is the proliferation of hate sights on the Internet leading to an increased number of violent hate crimes? Is there any way to regulate the spread of hate sights on the Internet within the bounds of the first amendment protection of free speech?
2. Should pornography and violence on the Internet and television be regulated in order to protect children? Please address whether the Communications Decency Act passed by Congress in 1996 was an appropriate means of regulating the Internet? If not, what are the alternatives?
3. Do we need government regulation to protect us from junk email (usually called “spam”)? What would be the costs in terms of individual freedom of such regulation?
4. Do we need laws to make it easier to track the spread and origins of computer viruses? Would such regulations undermine our personal privacy protections?
5. How can we best protect intellectual property rights (patents, trade secrets, and copyrights) on the Internet?
6. Should the government (specifically OSHA – the Occupation Safety and Health Administration) regulate safety in people’s home offices?

Society and Politics:

1. Discuss the way in which the Internet is affecting one of the following aspects of our lives: romance, shopping, humor, politics, news media, job hunting, music listening, health, education, entertainment, art, photography, gambling or religion. Is this area of our lives better off now that we are able to do it or view it on the Internet? (Please focus on only one of these areas.)
2. Is the growth of cyber-communities weakening or strengthening existing physical communities?
3. Is it really wrong to copy my friend's software? Is it ethical? Should it be illegal?
4. How is technology affecting the 2008 election campaign? Are campaign web sites and other new technologies making it harder or easier for people to get involved in the political process?
5. Would allowing people to vote via the Internet be good or bad for American democracy?

Grading:

This assignment is worth 100 points

Reflective Consolidation Paper (100 points)

Reflective Consolidation Paper

A reflective consolidation will serve as a "final examination" covering the course content. Prepare an 8 page (double-spaced), minimum, reflective consolidation paper based on your key concepts and principles learned from this course, and how this learning may add value to your future learning or professional objectives. Your paper will be evaluated to a maximum of 50 points based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality. I recommend connecting with 8 or more concepts and principles and writing a minimum of 1 page per concept or principle.

You should do some research for background either on the Internet or in the library. You are strongly encouraged to use the Internet to do some of your research. You must include a bibliography that lists the sources. The paper is expected in APA format; those papers not in APA format will have points subtracted. Proper APA formatted in-text citations and reference page are required.

The paper should be prepared in Microsoft Word. You should be sure to use both the spelling and grammar checking functions to correct the final paper before turning it in. Points will be subtracted for mistakes in these areas.

Grading:

This assignment is worth 100 points

Attachment A - Online Participation Components and Requirements Rubric

The exchange of ideas between colleagues engaged in inquiry is a key aspect of the learning experience and is a requisite activity in this course. You are expected to participate at least two days a week by posting contributions each week to the appropriate Chapters Discussion area. Postings are graded according to the following rubric. Where appropriate, use references to support your positions. Attend to posting due dates located in the course and in the Weekly Course Schedule at the end of this syllabus.

Grading Rubric for Discussion Postings

	Superior (x 1)	Acceptable (x .5)	Not Acceptable (x 0)
Discussion Posting Content (5 points)	<p>Evidence of a superior Discussion posting may include or demonstrate:</p> <ol style="list-style-type: none"> 1. A comprehensive answer to the question. 2. An understanding of the readings for the week. 3. An innovative approach to answering the question. For example: a posting that creatively synthesizes the ideas and materials to propose a new thought or hypothesis, leads the discussion to a higher level of thinking, or poses a question that stimulates increased dialogue. 	<p>Evidence of an acceptable Discussion posting may include or demonstrate:</p> <ol style="list-style-type: none"> 1. An answer to the question. 2. A reading of the articles assigned for the week. 3. A conventional approach to answering the question. For example: a posting that draws on common knowledge or exhibits basic or standard responses that could be expected or anticipated. 	<p>Evidence of an unacceptable Discussion posting may include:</p> <ol style="list-style-type: none"> 1. A posting that does not directly answer the question. 2. Evidence that the weekly readings were not used in responding to the question. 3. No response to the question. 4. Non-substantive responses to others like "I agree" or "Good Job". 5. Work depends largely on the ideas of others.
Quality of Writing (2.5 point)	<p>Evidence of a superior Discussion posting may include or demonstrate:</p> <ol style="list-style-type: none"> 1. Clear, unambiguous writing that includes proper sentence structure, idea development, paragraph development, and grammar. 2. A thorough proofread that has eliminated all typographical errors. 3. Adherence to APA style requirements. 	<p>Evidence of an acceptable Discussion posting may include or demonstrate:</p> <ol style="list-style-type: none"> 1. Relatively clear writing that includes proper sentence structure, reasonable idea and paragraph development, and few grammatical errors. 2. Few typographical errors. 3. Adherence to APA style requirements with only a few exceptions. 	<p>Evidence of a not acceptable Discussion posting may include or demonstrate:</p> <ol style="list-style-type: none"> 1. Unclear, poorly developed writing that lacks proper sentence structure and idea and paragraph development. 2. Numerous grammatical errors. 3. Numerous typographical errors. 4. Little adherence to APA style requirements.
Response (2.5 point)	<p>Evidence of a superior response to classmates may include or demonstrate:</p> <ol style="list-style-type: none"> 1. At least one response to classmate postings per week. 2. Courteous, academic assessments of classmate postings that reflect a thorough understanding of the classmate's posting and the readings for the week. 3. Well-written and well-reasoned analysis of classmate postings. 	<p>Evidence of an acceptable response to classmates may include or demonstrate:</p> <ol style="list-style-type: none"> 1. One response to classmate postings per week. 2. Courteous, academic assessments of classmate postings that indicate a thorough reading of the classmate's posting. 3. Reasonably well-written and well-reasoned analysis of classmate postings. 	<p>Evidence of a not acceptable response to classmates may include or demonstrate:</p> <ol style="list-style-type: none"> 1. No response to classmate postings per week. 2. Confrontational and/or personal attacks. 3. Analysis that is not based on the classmate's posting or readings for the week. 4. Poorly written and reasoned analysis of classmate postings.

Examples of a Chapter One Discussion Board Grade:

▪ **Chapter One/Student One**

Points

- Responds to two instructor post (one each chapter)
- Responds to one student posts (for each chapter)
 - All posts demonstrated superior content (5 x1) 5.0
 - All posts were superior in quality of writing (2.5 x 1) 2.5
 - All responses to classmates were superior (2.5 x 1) 2.5
 - Total points 10.0

▪ **Chapter One/Student Two**

- Responds to two instructor post (one each chapter)
- Responds to one student post (for each chapter)
 - All posts demonstrated acceptable content (5 x .5) 2.50
 - All posts were acceptable in quality of writing (2.5 x .5) 1.25
 - Only responded to one classmate post (2.5 x .5) 1.25
 - Total points 5.00

▪ **Chapter One/Student Three**

- Responds to two instructor post (one each chapter)
- Responds to one student posts (for each chapter)
 - All posts demonstrated acceptable content (5 x .5) 2.50
 - All posts were superior in quality of writing (2.5 x 1) 2.50
 - All responses to classmates were acceptable (2.5 x .5) 1.25
 - Total points 6.25

Attachment B- Grading Rubric for Writing Papers

All papers must be in APA writing format/style with title-page, reference page, abstract/executive summary, double-spaced, 12-point Courier font, and:

Requirements for a “C” paper:

- _____ Write on the assigned topic
- _____ Provide a thesis statement (a statement you defend/explain in the body of the paper)
- _____ Make an attempt to support the thesis with reasons, examples, evidence, and references to appropriate texts
- _____ Demonstrate that you have read the pertinent materials with some attention (e.g. your details are generally accurate and your interpretations do no violence to the text)
- _____ Provide citations from assigned and other valid sources
- _____ Avoid errors of usage, style, grammar and spelling that impair understanding of the meaning of your paper

Requirements for a “B” paper (in addition to those items for a “C” paper):

- _____ Your thesis statement is coherent and clear
- _____ Your support for the thesis is largely successful, i.e., your reasons/evidence in favor of the thesis are both plausible and relevant, your examples helpful, and your textual references pertinent
- _____ You demonstrate a solid understanding of the material by offering clear expositions of pertinent passages and by identifying aspects of the text (or the subject matter) relevant to the issues involved
- _____ You attempt to take the “other side” into account (e.g. you consider alternative accounts or objections to your thesis that reasonable people might bring up)
- _____ Your citations are properly done (APA format/style ONLY)
- _____ Your papers is largely free of errors of style, grammar, and spelling

Requirements for an “A” paper (in addition to the requirements for a “B” and “C” paper):

- _____ You not only take the “other side” into account but actually give strong reasons why your own approach is preferable
- _____ You show insight, originality, creativity, or imagination (e.g., through at least one of the following):
 - A novel but well-defined interpretation of some significant view or problem

- A presentation so clear or concise that important features of the subject become more accessible to the reader than they were in the text and class discussion
- An application of the subject to a novel situation (e.g., to apply a solution to a new kind of problem, or to forge connections with other areas of endeavor)
- An illuminating reformulation of the issue under discussion
- A very perceptive argument that goes well beyond what appears in the text or was discussed in class

Your paper is virtually free of distracting errors of style, usage, grammar and spelling

Overview – Describe the specific requirements of the assignment here. Then list the specific student deliverables below:

- First requirement
- Second requirement
- Etc.

Proposal – If students need to propose a specific topic or approach, outline how the proposal is made in this section.

Deliverables and Evaluation – Describe how student submit their assignment deliverables in this section.

Describe in specific terms how the student's work will be evaluated. An example follows:

- Your case study document (up to 5 points)
- Nominal three page case with title and team member names – 2 points
- Organization and overall writing quality – 2 points
- Assignment submitted on time – 1 point
- Your critique (up to 3 points)
- Use of either a “lessons learned” or “best practices” approach – 2 points
- Overall critical thinking and writing quality – 1 point
- Your citations (up to 3 points)
- Use of at least three citations from trade or academic journals – 2 points
- Use of APA citation formatting – 1 point
- Your Blackboard discussion forum posting and response to questions (up to 4 points)
- Posting your document and a brief “executive summary” – 1 point
- Posting one or two focused questions for follow-up discussion – 1 point
- Responses to questions from class members – 2 points

SYLLABUS ADDENDA

Please see the LTU Online —Current Students|| web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online —Current Students web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.

Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list.