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American Public University System

The Ultimate Advantage is an Educated Mind

School of Science and Technology
Department of Information Technology
ISSC471: IT Security: Auditing
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite(s): None

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Instructor Information

Instructor:
Email:
Phone:
Office hours:

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Course Description (Catalog)

This course covers the principles, the approaches and the methodology in auditing information systems to ensure the processes and the procedures are in compliance with pertinent laws and regulatory provisions especially in the context of information systems security (ISS).

Major Instructional Areas

1. ISS compliance
2. The standards and the frameworks in the compliance audit of an information technology (IT) infrastructure
3. The components and the basic planning requirements of an IT infrastructure audit for compliance
4. The parameters for conducting and reporting on a compliance audit of an IT infrastructure

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5. ISS compliance within the User Domain, Workstation and Local Area Network (LAN) Domains, LAN-to-Wide Area Network (WAN) and WAN Domains, Remote Access Domain, and System/Application Domain
6. Qualifications, ethics, and certification organizations for IT auditor

Course Scope

Course Summary

This course introduces the need for organizations to deploy compliance initiatives to counter regulatory requirements. Understanding the information assurance (IA) processes will give the students a better view of the many threats and the controls to counter them. Compliance goes beyond just conforming to the internal policies and standards. The students will learn that compliance extends outside the organization, representing the external regulations and the industry standards. Regular assessments and audits of the information technology (IT) environment are important concepts in ensuring compliance. The failure to comply with the external regulations and the industry standards can carry severe penalties. As a result, the students will find that it is increasingly important to understand the methods by which an organization can be evaluated and the relationship between compliance, risk management, and governance.

Instructional Methods

This course is designed to promote learner-centered activities and to support the development of cognitive strategies and competencies necessary for effective task performance and critical problem solving. The course utilizes individual and group-learning activities, performance-driven assignments, problem-based cases, projects, and discussions. These methods focus on building engaging learning experiences conducive to the development of critical knowledge and skills that can be effectively applied in professional contexts.

Suggested Learning Approach

In this course, you will be studying individually or as a member of a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and the instructor, to work collaboratively on projects and team assignments, to raise critical questions, and to provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

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DO	DON'T
<ul style="list-style-type: none"> ▪ Do take a proactive learning approach ▪ Do share your thoughts on critical issues and potential problem solutions ▪ Do plan your course work in advance ▪ Do explore a variety of learning resources in addition to the textbook ▪ Do offer relevant examples from your experience ▪ Do make an effort to understand different points of view ▪ Do connect concepts explored in this course to real-life professional situations and your own experiences 	<ul style="list-style-type: none"> ▪ Don't assume there is only one correct answer to a question ▪ Don't be afraid to share your perspective on the issues analyzed in the course ▪ Don't be negative towards the points of view that are different from yours ▪ Don't underestimate the impact of collaboration on your learning ▪ Don't limit your course experience to reading the textbook ▪ Don't postpone your work on the course deliverables – work on small assignment components every day

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Course Objectives

The successful student will fulfill the following learning objectives:

1. To describe the role of ISS compliance in relation to U.S. compliance laws.
2. To explain the use of standards and frameworks in a compliance audit of an IT infrastructure.
3. To describe the components and basic requirements for creating an audit plan to support business and system considerations.
4. To describe the different parameters required to conduct and report on IT infrastructure audit for organizational compliance.
5. To describe information security systems compliance requirements within the User Domain.
6. To describe information security systems compliance requirements within the Workstation and LAN Domains.
7. To use an appropriate framework to implement ISS compliance within the LAN-to-WAN and WAN Domains.
8. To describe information security systems compliance requirements within the Remote Access Domain.

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9. To describe the information security systems compliance requirements within the System/Application Domain.
10. To describe the qualifications, ethics, and certification organizations for IT auditors.

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Course Delivery Method

This B.A. in Information Systems Security course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Resources and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week.** Assigned faculty will support the students throughout this eight-week course.

Course Materials

Author	Book Title	Publication Info	ISBN
Weiss, Martin, and Michael G. Solomon Sudbury.	Auditing IT Infrastructures for Compliance. 1st ed.	MA: Jones & Bartlett, 2010.	9780763791810

Software Requirements:

1. MS Office

Evaluation Procedures

Course Requirements: Your final grade will be based on the following course requirements and percentages:

Grade Instruments	Points Possible	% of Final Grade
Assignment (Weeks 1 to 8) (2.5 points each)	20	20%
Forum Posts (Weeks 1 to 8) (3 points each)	24	24%
Quiz (Week 4)	10	10%
Current Affairs Report (Week 5)	6	6%
Project Paper Topic (Week 2)	2	2%
Project Paper Outline (Week 4)	5	5%
Project Paper Presentation (Week 6)	8	8%
Project Paper Final Product (Week 7)	15	15%
Quiz (Week 8)	10	10%
TOTAL	100 Points	100%

Submit all assignments to your student folder, and make sure you select the correct assignment association.

Assignment Requirements

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This course has a strong writing component. The goal is to organize, synthesize, and demonstrate your comprehension of core concepts investigated during this course by applying a combination of the terms, concepts, and details you have learned in a systematic way. As important as "the details" that you analyze and arrange in your writing, however, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details.

Forum Postings:

Each week a newsgroup thread will be started for discussion of the week's readings. A specific assignment for posting on the newsgroup will be announced each week. The assignments may involve discussion or debate. The number of postings required each week will vary and will be announced in the assignment for the week. In most cases you will be required to post at least one original post and one or more follow-ups to your classmates' posts.

Your first post each week must be posted by **Sunday** at midnight EST, but it is highly recommended that you submit the initial post no later than Friday night to allow your classmate's time to provide feedback on your posting. Please try not to be late with this post because your classmates will be relying on you to post on time to give them a post to respond to later in the week. All follow-up posts must be posted by Sunday at midnight EST.

Research Paper:

You will be required to write one research paper this semester. The specifications are as follows:

- 1) 8-10 pages (double-spaced).
- 2) Choose any topic related to the course and write about the latest developments and issues.
- 3) Use at least five references outside of your textbook (you may use your textbook too, but are not required to).
- 4) In addition to the required number of pages for the assignment, you must also include a reference page (bibliography), written in **APA style** (see Appendix B), and a title page. Be sure to give all of your papers a descriptive title!
- 5) You must get your topic approved by the end of Week 2.
- 6) You must provide a 1-page outline of your paper by the end of Week 3. Your outline must
- 7) Include citations to three references (other than your textbook) and a brief summary of at least three references that you will use in your paper.
- 8) You must submit a rough draft at the end of Week 5. This is to be a **complete** paper, meeting the page requirements – not a partially completed paper. Points will be deducted for short or incomplete papers. Your rough draft will not be graded by the rubric, but helpful feedback will be provided to indicate where you are falling short. You may correct any deficiencies before
- 9) Resubmitting your final draft at the end of Week 7.
- 10) Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- 11) Arial 11 or 12-point font or Times New Roman styles.
- 12) Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations
- 13) Your paper must be in your own words, representing original work. Paraphrases of others' work must include attributions to the authors. **Limit quotations to an average of no more than 3-5 lines, and use quotations sparingly!**

Quiz 1 (non-proctored, open-notes)

The Quiz will be open notes. Questions may include multiple-choice, true/false, and/or essay. If it occurs in required reading, up to and including the week of the quiz, it is a candidate for inclusion on the quiz. You will be given 30 minutes to complete this examination.

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Quiz 2 (non-proctored, open-notes)

The quiz will be open notes. Questions may include multiple-choice, true/false, and/or essay. If it occurs in required reading, up to and including the week of the quiz, it is a candidate for inclusion

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Assignment(s)</u>
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on the quiz. You will be given 30 minutes to complete this examination.

Grading Scale

Please see the [student handbook](#) to reference the **University's grading scale** [Table of Contents](#)

Course Outline

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1	<p>Textbook: Unit 1 Unit Title :Information Security Compliance</p> <p>Assigned Readings: Auditing IT Infrastructures for Compliance:</p> <ul style="list-style-type: none"> ▪ Chapter 1 ▪ Chapter 2 <p><i>Suggested Supplemental Materials:</i></p> <ul style="list-style-type: none"> • The CobiT Framework can be downloaded from www.isaca.org. • Current articles from audit-related publications (ISACA, IIA, ISSA, etc.) • Meeting schedule for local ISACA, ISSA or IIA meetings. Encourage attendance in local meetings. Students can be given extra credit for attending meetings or writing meeting summaries for the chapter newsletter. 	<p>CO-1</p> <p><i>Describe the role of ISS compliance as it relates to U.S. compliance laws.</i></p>	<p>Forum postings for Week 1</p>
2	<p>Textbook: Unit 2 Unit Title : Information Security Compliance Audit— Standards and Frameworks</p> <p>Assigned Readings Auditing IT Infrastructures for Compliance:</p> <ul style="list-style-type: none"> ▪ Chapter 3 ▪ Chapter 4 <p>Textbook: Unit 3 Unit Title : Information Security Policy Audit Tools</p> <p>Assigned Readings Auditing IT Infrastructures for Compliance:</p> <ul style="list-style-type: none"> ▪ Chapter 5 <p><i>Suggested Supplemental Material:</i> COBIT</p> <ul style="list-style-type: none"> • See Appendix II, Publications from the AICPA, CICA, ISACA, IIA and • US Department of Justice, US General Accounting Office, National Institute of Standards and Technology, National Technical Information Service, Office of Technology Assessment, Privacy of Information • See Appendix III, Guidance provided by AICPA, IIA, ISACA, CICA, IFAC and ICAA • Handouts on IT related Laws, IT Contracting Issues and evolving NetLaw. 	<p>CO-2</p> <p><i>Explain the use of standards and frameworks in the compliance audit of an IT infrastructure.</i></p> <p><i>Describe the components and basic requirements for creating an audit plan to support business and system considerations.</i></p>	<p>Forum postings for Week 2</p> <p>Research Paper Topic Must be Approved</p>
3	<p>Textbook: Unit 4 Unit Title : Conducting and Reporting an IT Infrastructure Compliance Audit</p>	<p>CO-3</p> <p><i>Describe the different</i></p>	<p>Forum postings for Week 3</p> <p>Research Paper Outline</p>

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	<p>Assigned Readings : <i>Auditing IT Infrastructures for Compliance:</i></p> <ul style="list-style-type: none"> ▪ Chapter 6 ▪ Chapter 7 <p><i>Suggested Supplemental Materials</i></p> <ul style="list-style-type: none"> • <i>The COBIT Framework can be downloaded from www.isaca.org.</i> • <i>Current articles from audit-related publications (ISACA, IIA, ISSA, etc.)</i> • <i>Meeting schedule for local ISACA, ISSA or IIA meetings. Encourage attendance in local meetings. Students can be given extra credit for attending meetings or writing meeting summaries for the chapter newsletter.</i> 	<p><i>parameters required to conduct and to report on an IT infrastructure audit for organizational compliance.</i></p>	<p>Due</p>
4	<p>Textbook: Unit 5 Unit Title : Creating Compliance Within the User Domain Assigned Readings <i>Auditing IT Infrastructures for Compliance:</i></p> <ul style="list-style-type: none"> ▪ Chapter 8 <p><i>Suggested Supplemental Materials</i></p> <ul style="list-style-type: none"> • <i>The COBIT Framework can be downloaded from www.isaca.org. COBIT also offers an explanation on the audit process in the Appendix.</i> • <i>The Institute of Internal Auditors at www.theIIA.org performance standards.</i> 	<p>CO-4 <i>Describe the information security systems compliance requirements within the User Domain.</i></p>	<p>Forum postings for Week 4</p> <p>Quiz 1</p>
5	<p>Textbook: Unit 6 Unit Title : Compliance Within the Workstation and LAN Domains Assigned Readings <i>Auditing IT Infrastructures for Compliance:</i></p> <ul style="list-style-type: none"> ▪ Chapter 9 ▪ Chapter 10 <p><i>Suggested Supplemental Materials</i></p> <ul style="list-style-type: none"> • <i>COBIT</i> • <i>See Appendix II, Publications from the AICPA, CICA, ISACA, IIA and IT Auditing and Control Systems</i> • <i>See Appendix III, Guidance provided by AICPA, IIA, ISACA, CICA, IFAC and ICAA</i> 	<p>CO-5 <i>Describe the information security systems compliance requirements within the Workstation and LAN Domains.</i></p>	<p>Forum postings for Week</p> <p>Rough Draft of Research Paper Due</p>

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	<p><i>Suggested Supplemental Material</i></p> <ul style="list-style-type: none"> • ISACA Model Curricula for Undergraduate and Graduate Education In Information Systems Audit Education. • See NSA’s Centers of Excellence at http://www.nsa.gov/ia/academia/caeiae.cfm?MenuID=10.1.1.2 • NSA’s National Centers of Academic Excellence in Information Assurance Education (CAEIAE) program, established in November 1998, helps NSA partner with colleges and universities across the nation to promote higher education in information assurance (IA). This program is an outreach effort that was designed and is operated in the spirit of Presidential Decision Directive 63 (PDD 63), the Clinton Administration’s Policy on Critical Infrastructure Protection, dated May 1998. 	System/Application Domain.	
8	<p>Textbook: Unit 10 Unit Title : Qualifications, Ethics, and Certifications for IT Auditors</p> <p>Assigned Readings <i>Auditing IT Infrastructures for Compliance:</i></p> <ul style="list-style-type: none"> ▪ Chapter 15 	CO-8 <i>Describe the qualifications, ethics, and certification organizations for IT auditors.</i>	Forum postings for Week 8 Quiz 2

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Policies

Please see the [student handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the

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American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. Assignments submitted late without a

No late assignments will be accepted after the last day of the course.

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Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), **accounting, statistics, economics, Spanish**, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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Selected Bibliography

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A short list of Audit and Accounting Standard Organizations and their publications:

- American Institute of Certified Public Accountants (AICPA)

Statements on Auditing Standards (http://www.aicpa.org/members/div/auditstd/auditing_standards.htm)

Codification of Auditing Standards (Including AICPA and PCAOB Auditing and Attestation Standards) - The "bible" of audit standards.

- Institute of Internal Auditors Association (IIA)

Standards for the Professional Practice of Internal Auditing

(<http://www.theia.org/index.cfm?act=ija.internalAuditor>)

- U.S. General Accounting Office (GAO) Government Auditing Standards and Title 2, Accounting
- The IT Governance Institute COBIT
- The National Institute of Standards and Technology (NIST)

<http://csrc.nist.gov/publications/index.html>

- Institute of Internal Auditors Research Foundation (IIARF)
- Systems Auditability and Control
- National Institutes of Standards and Technology (NIST) Special Publications

<http://csrc.nist.gov/publications/nistpubs/index.html>

Book References

1. • William F. Messier, Jr. , Steven M. Glover, Douglas F. Prawitt, Messier Glover, Auditing and Assurance Services, A systematic Approach, 4th Ed., McGraw-Hill College, December 2004
2. • Frederick Gallegos, Daniel Manson, Carol Gonzales, Information Technology Control and Audit, 2nd Ed., Auerbach Publications, 2004
3. • Sam Afyouni, Database Security And Auditing: Protecting Data Integrity and Accessibility, Course Technology, 2006,

Journals:

- Munter, Paul. "Evaluating Internal Controls and Auditor Independence under Sarbanes-Oxley." Financial Executive 19.7 (2003): 26 (2).
 - "Perspectives on Internal Control Reporting: A Resource for Financial Market Participants." Deloitte & Touche LLP, Ernst & Young LLP, KPMG LLP, PricewaterhouseCoopers LLP. December 2004.
 - Piazza, Peter. "IT security requirements of Sarbanes-Oxley." Security Management June 2004: 40(1).

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Appendix A – APA Citation Style

APA Citations

Always use citations in the text to document any ideas taken from a source. Under current copyright law everything anyone writes, including student essays, is copyrighted – that is, protected by law from being used by anyone else without written permission. However, proper documentation will substitute for written permission to use copyrighted material for scholarship. Please review the APUS **Plagiarism Policy** in your Student Handbook.

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American Psychological Association (APA) format is used for most social and natural sciences. After you insert another author's work into your essay, enclose in parenthesis the author's last name, year of publication and a "p." or "pp." before the page number(s). For example, the citation is the blue colored parenthesis is that follows this quote: "Charismatic leaders have the ability to inspire and motivate people to do more than they would normally do, despite obstacles and personal sacrifices (Daft, 2002, p. 141). If more than one page, cite the author's work as (Daft, 2002, pp. 48-49).

At the end of your paper create a separate page with the word "References" centered at the top.

Instructions for Reference (APA Format)

1. Only initials are used for first names
2. The title is on a separate page as "Reference".
3. Capitalize only the first letter of all titles of articles and books.
4. The date appears immediately after the author's name.
5. The year always appears first in any dates used.
6. Italicize book titles and magazines.

Book Reference Example:

Abbey, E. (1975). *The monkey wrench gang*. New York: Avon.

Magazine Reference Example:

Jervis, N. (1990, March 13). Waste not, want not. *Natural History*, 70-74.

Internet Reference Guidance:

1. Author
2. Title of material
3. Title of Web page (underlined)
4. Name of institution associated with the site
5. Date the information was placed online
6. Internet or file transfer address
7. Date you retrieved the source

Internet Sources:

For instructions and examples of citing Internet sources please refer to:

<http://www.bedfordstmartins.com/online/cite6.html>

Citation Machine:

The Citation Machine is an interactive web tool designed to assist you in generating correct citations. I strongly encourage you to use this when creating your bibliographies and reference pages.

<http://citationmachine.net/>

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Appendix B – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Undergraduate Level 300-400	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	10
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the Resource. Whereas, there are areas of some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	20

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<p>CRITICAL THINKING SKILLS</p>	<p>Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions, which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.</p>	<p>Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.</p>	<p>Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.</p>	<p>Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.</p>	<p>20</p>
<p>ORGANIZATION OF IDEAS/FORMAT</p>	<p>Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.</p>	<p>Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.</p>	<p>Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.</p>	<p>Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.</p>	<p>20</p>

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WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	20
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	10
TOTAL POINTS					100

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