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American Public University System

The Ultimate Advantage is an Educated Mind

ITCC698 Information Systems and Technology: Capstone
Department of Information Technology
3 Credit Hours 16 Week Course
Prerequisite(s): None

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Instructor Information

Instructor: [Dr. Gregory S. Hart \(Bio\)](#)

Please use the Messages Tool as your primary means of communication with me!

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Email: gregory.hart@mycampus.apus.edu

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NOTE: IT IS IMPORTANT THAT THE STUDENT READ THE ENTIRE STUDENT SYLLABUS THOROUGHLY. THIS DOCUMENT DETAILS MY GOALS AND EXPECTATIONS FOR THIS COURSE AND PROVIDES ALL OF THE NECESSARY INFORMATION CONCERNING ASSIGNMENTS, GRADING AND ADDITIONAL COURSE REQUIREMENTS. PAY VERY CLOSE ATTENTION TO THE CLASS ANNOUNCEMENTS. UPDATES TO THIS SYLLABUS, DIRECTIONS, AND ADDITIONAL INSTRUCTIONS, FOR WHICH YOU WILL BE ACCOUNTABLE FOR WILL BE SHOWN IN DETAIL THERE.

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Course Description (Catalog)

Capstone course of studies completed toward the graduate degree in Information Technology. This course will only be offered in 16 week sessions. The student will complete a research thesis or creative project that demonstrates mastery and application of advanced research and analytic skills related to the learning outcomes of this degree program. The student must submit a research proposal, preferably two months prior to enrolling in the course, and obtain approval from the Director of Graduate Information Technology Programs.

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Course Scope

This course is the culmination of theory, principles, best industry practices, methodologies, tools, and technologies associated with information technology in the marketplace. The Capstone seminar uses scholarly research methods to develop analytic, problem-solving, and research skills required to solve real-world technological problems. It is in-depth and requires critical thinking at the higher learning level as students are expected to solve relevant problems and conflicts, analyze and synthesize "what if" scenarios predict and draw conclusions, and evaluate and make recommendations. Since the course is designed as a capstone experience, the course may include topics such as: database systems, object-oriented analysis and design, information technology project management, information technology security, and computer forensics as a reinforcement of previous courses. It requires concise exposition, and informed library research utilizing skills developed throughout the program. Students completing this course will receive substantial guidance and support from the instructor and classmates during the completion of the required thesis or creative project. The course also sets the stage for application to doctoral programs in the discipline or other advance level studies.

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Course Objectives

A successful student will fulfill the following learning objectives:

- Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)

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- Analyze and apply the theory, concepts and skills in the core courses
- Evaluate and demonstrate subject matter depth in the applicable concentration
- Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.
- Investigate and perform in-depth research and critical analysis on the thesis subject
- Synthesize the final thesis paper to include an annotated bibliography or project

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by Sunday evening of the week** as noted and include Forum questions (accomplished in groups through a threaded discussion board), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout **this sixteen-week course.**

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Course Materials

Required Course Textbooks: This course uses a comprehensive overview of previously used resources and textbooks from core courses in the program. There is no core book for this course. References are drawn from current literature reviewed and previous resources based on the thesis, major research paper, or project elected to complete. However, please note the following:

Required Readings: None

Additional Resources:

Hughes, M. A., & Hayhoe, G. F. (2010). *A Research Primer for Technical Communication: Methods, Exemplars, and Analyses*. New York, NY. Routledge Taylor and Francis Group. ISBN: 0-8058-6335-4 / 9780805863352.

Kumar, R. (2005). *Research Methodology: a step-by-step guide for beginners*. (2nd edition). Thousand Oaks, CA. Sage Publications. ISBN: 1-4129-1194X / 9781412911948.

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American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: Author. ISBN: 1-4338-0561-8

Websites: In addition to the resources the following links are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Site Name	Website URL/Address
What is the APA Style and When Should I Use It?	http://www.apus.edu/Online-Library/tutorials/apa.htm
Turnitin: Plagiarism Prevention Software	http://www.apus.edu/Online-Library/tutorials/index.htm#turnitin
College Research Writing	http://www.apus.edu/Online-Library/tutorials/writing.htm
Research Papers	http://www.apus.edu/Online-Library/tutorials/writing.htm#research_papers
Research Primer: Welcome to Academia--Online Style	http://www.apus.edu/Online-Library/tutorials/research_primer.htm

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Evaluation Procedures

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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, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details.

NOTE: We will use the sixth edition of the American Psychological Association's Publication Manual for ALL of the class writing and formatting styles. If you do not already have the book, it is wise to get a copy ASAP.

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

Readings, Assignments and Classroom Participation Requirements

Grade Instruments	Points
1. Forum Discussion Activities (12)	24
2. Topic/Table of Contents	5
3. Formal Proposal	5
4. Thesis or Creative Project Introduction	5
5. Research Design	5
6. Literature Review	20
7. Draft Thesis or Creative Project	10
8. Final Thesis or Creative Project	21
9. Final Blog	5
Total	100

This course requires disciplined independent practice and individual completion of assignments. Although Distance Learning provides you with a flexible schedule to meet your professional, personal, and academic responsibilities, you are expected to follow the student course guide and submit assignments on time and on schedule. Unless otherwise arranged, all accepted late weekly assignments will lose 10 points—late thesis or creative project will lose one full letter grade. All work must be submitted by the end of the class session. As adults, students, and working professionals you have competing demands for 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. Again, assignments submitted late without a prearranged extension will be subject to a 10% late penalty. **No late assignments will be accepted after the last day of the course.**

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Weekly Forum Activities

- Most weeks you will participate in discussion activities. Each forum activity will consist of one or more threads/topics. The questions are designed to allow you to apply the concepts you have learned to real-world scenarios or hypothetical but realistic situations.
- For the benefit of the course and to promote interaction, post your initial response to the discussion question(s) **in assigned thread** prior to **11:59 p.m. Eastern Time on Wednesday except for the first week of the class.** **Your initial post should at least be 250 words or more.** Please do not post your initial response late as your classmates will rely on your timely post to stimulate the discussion and offer critical insights for later postings.
- Continue to read your classmates' posts and post at least **two** follow-up posts to your classmates' posts in **each** thread prior to **11:59 p.m. Eastern Time on Sunday.** **Your follow-up posts should at least be 150 words or more.** Of course, you may always post more than the required number of replies and you are encouraged to continue participating in the discussion even after you have met the minimum number of posts required.
- Your follow-up posts must contain substance and should add additional insight to your classmates' opinions or challenge their opinions. It is never sufficient to simply say, "I agree with what you wrote" or "Good post." You must use your follow-up posts as a way to continue the discussion at a higher level of thinking, particularly since you are interacting at the graduate level. Be sure to read the follow-up posts to your own posts and reply to any question or request for clarification, including questions posted by your professor. You will be expected to log into the classroom several times each week to participate in the class discussion. Forum participation is a large part of your grade, for which quality and depth in participation are expected.
- You are **required** to include APA style in-text citations from sources used within each post to add credibility and promote research. Each in-text citation should have a corresponding entry, in APA format, in a reference list at the end of the post. You are **required** to cite a minimum of **two** sources in your initial post. Also, as a minimum, your follow-up posts **must** contain at least one support source such as a journal article or webpage with in-text citation(s).

Topic/Table of Contents (Appendix 9: Sample of a Table of Contents)

Topic and Table of Contents are due at the end of **Week 2.** Please review Appendix 9 - Sample Page of a Table of Contents.

- For week two, submit your topic and the outline.
- You will submit a similar document as illustrated in Appendix 9.

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Formal Proposal (Master's Capstone: Thesis Option and Master's Capstone: Creative Project)

A formal proposal is due at the end of **Week 3**. By this time, you would have selected a topic and provided a proposal outline for your thesis or creative project of which must align with your core subject area. Please use the **Capstone Manual** and **template** under **Resources** in the classroom for this assignment. The formal proposal must provide a clear and lucid description of a question, project or problem and a proposed method of answering the question, addressing the project or solving the problem. Proposal drafting is considered a learning process and helps you avoid oversights and possible mistakes; so you may send me a draft before going final. Guidance on the format of the proposal and a sample proposal are contained in the **Capstone Manual** provided. The proposal should explain the question, project, or problem to be investigated and convince the professor that the question, project or problem merits investigation. It should show that you have read the relevant and recent literature on the subject and it should contain a list of materials consulted during the preliminary stages of your thesis or project. In general, the thesis proposal or creative project should include background information related to the thesis topic or project, purpose of the thesis or project, and **investigatory procedures** to be used. The formal proposal should **not** exceed **five (5) pages** (proposal title page not included). When the proposed thesis or project involves the study of human subjects and/or animals an **Institutional Review Board review and approval of the proposed research is required**. Please visit <http://www.apus.edu/community-scholars/institutional-review-board/research.htm> for more guidance—this process takes about a month to complete. Once your proposal is approved, you will work closely with your professor as you develop and address your topic.

Thesis or Creative Project Introduction (See Appendix 1: MA Theses and Appendix 2: MA Creative Project of the 2012 Capstone Manual)

An Introduction is due at the end of Week 5. The thesis introduction will allow you to identify specific research question (s) and set the general context for the study. This section should include:

- Problem statement--a statement of the problem or general research question and context leading to a clear statement of the specific research question. Background and contextual material justifying why this case or topic should be studied.
- Purpose- a purpose statement
- Significance of the study

The creative project is expected to contain the following elements in the introduction:

- Provide a clear and lucid description of the creative project including the goal and intent of the project.
- Discuss the schedule and objectives for the work to be completed.

Similarly, the introduction identifies your specific creative project and sets the general context for it.

Thesis or Creative Project Research Design (See Appendix 1: MA Theses and Appendix 2: MA Creative Project of the 2012 Capstone Manual)

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Research Design is due at the end of Week 7: describe how you will test the hypothesis and carry out your analysis. This section describes the data to be used to test the hypothesis, how the student will operationalize and collect data on his/her variables, and the analytic methods that to be used, noting potential biases and limitations to the research approach. It should include:

- Identification and operationalization (measurement) of variables.
- A sampling plan (i.e., study population and sampling procedures, if appropriate).
- Justification of case studies used.
- Data collection/sources (secondary literature, archives, interviews, surveys, etc.).
- a summary of analysis procedures (pattern-matching, etc.); and
- Limitations of study and bias discussion.

Thesis or Creative Project Literature Review (See Appendix 1: MA Theses and Appendix 2: MA Creative Project of the 2012 Capstone Manual)

A 25 page creative project or literature review is due at the end of Week 8. The literature review focuses on how the creative project experience fits into the discipline. Specifically, it introduces the project and places it in a larger context that includes a discussion of how this experience helps the student meet the program objectives. It provides the current state of accumulated knowledge as it relates to the project.

- Describe how completing this project is consistent with the course of study.
- Articulate the objectives the student hopes to achieve through the completion of this project.
- Provide a short conclusion and transition to the next section.

Thesis Literature Review: reviews the literature on a specific research question. The literature review focuses on discussing how other researchers have addressed the same or similar research questions. It introduces the study and places it in larger context that includes a discussion of why it is important to study this case. It provides the current state of accumulated knowledge as it relates to the student's specific research question.

- Summarize the general state of the literature (cumulative knowledge base) on the specific research question:
 - Study one: summarize to include researcher's findings, how those findings were obtained, and evaluation of biases in the findings.
 - Study two: summarize to include researcher's findings, how those findings were obtained, and evaluation of biases in the findings.
- Include a minimum of at least three of the most important studies.
- Include a short conclusion and transition to the next section.

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To help you meet your final paper requirement. Please review the rubric and **Capstone Manual** for more specific guidelines on expectations; however, please note you are to provide comprehensive analysis of details, facts, and concepts in a logical sequence. You should demonstrate a higher-level of critical thinking necessary for 500-600 level work. You are to provide well-supported ideas and reflection with a variety of current and/or world views in the assignment. You are expected to present a genuine intellectual development of ideas throughout assignment. You should thoroughly understand and excel in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is required. Overall format of assignment needs to include an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates your ability to plan and organize research in a logical sequence. You are expected to use at least of 25 or more references in your literature review.

Draft Thesis or Creative Project

Draft **Thesis, Research Paper, or Project** is at the end of **Week 12**. Please use the guidance in the **Capstone Manual** under Resources in the classroom for this assignment. The coordinating process requires consistent communication with you to ensure adequate feedback on draft paper on project. You are encouraged ask other faculty, professionals and leaders in your field of study to read and provide feedback on draft sections of your thesis, major research paper, or project where these faculty members and professionals may have special expertise. For example, the student's graduate research methods instructor may be asked for feedback on the research paper's research design.

Final Thesis or Creative Project

Your final thesis or project is due at the end of **Week 15**. This will include the requirements of the **Capstone Manual**. Again, please use the **guidance** in the **Capstone Manual** under Resources in the classroom for this assignment. You need to provide a minimum of **25 references** to support your **final thesis or creative project**.

Final Project Blog

Now that you have completed your thesis or creative project, you are required to write a 500 words blog by the end of **Week 16** of your paper and submit for grading. Depending on the quality of your blog, we publish it to the <http://www.apus.edu/ctl/students/gradstudies/resources.htm> **website** and other publically associated websites. You will get an opportunity to note the publication on your resume and contribute to the intellectual development of the discipline. Below is the requirement for the blog:

Guidelines for blogging:

- Aim for a max of 500 words. It's OK to go over this amount, but keep it concise and to the point.
- Include a 50 word bio for each post that includes the author's education and professional background as it relates to the content.
- Write in short, declarative paragraphs. Do not use APA style and avoid being overly formal in the narrative.

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- Keep the tone of the piece conversational and write to the general public, or a prospective student who may be new to higher education. Personalize the discussion. If you're an expert in this area, write in first person narrative and be specific in your examples.
- Language should be compelling, with a tone of authority and academia. Cite any reference works, and make sure the content is universally understandable. If you're using statistics, format them into bulleted lists in order to break up the content.
- Focus on timely subjects. It's more compelling to readers if you discuss topical issues related to your program such as technical innovations, controversial issues, or new career paths. This helps to convey our focus on providing relevant, forward thinking education.
- Be comprehensive. If you're introducing an idea, or initiative write from beginning to end. Narrate the post with a purpose, and leave the reader with something to think

Original Work

All work submitted must be original work. Incidents of academic dishonesty will result in you failing the assignment, and repeat incidents will result in failing the course. I check assignment regularly for incidents of academic dishonesty. Please read and understand the University policy on academic dishonesty. You must credit your sources and provide the appropriate references on your assignments.

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.

Please note that Wikipedia is NOT an acceptable source for use in your academic writing at APUS, due to the fact that it is open for editing by anyone and is not guaranteed to be reviewed for accuracy. Use your judgment when choosing sources and try to stick with articles and websites from reputable organizations that are likely to be accurate and authoritative, rather than blogs and wikis that are subjective in nature.

All weekly 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.

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APUS Assignment Rubric Graduate Level 600+ for Weekly Literature Review/Final Paper	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.	20
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 course material. 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
CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 500-600 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing	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	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited	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	20

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APUS Assignment Rubric Graduate Level 600+ for Weekly Literature Review/Final Paper	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
	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.	concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	statements and facts in assignment. No evidence or little semblance of critical thinking skills.	
ORGANIZATION OF IDEAS/FORMAT	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.	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.	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.	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.	10

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APUS Assignment Rubric Graduate Level 600+ for Weekly Literature Review/Final Paper	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
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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Grading Scale

Please see the [student handbook](#) to reference the [University's grading scale](#).

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16-Week Course Outline				
<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Information Systems and Technology	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500) LO2: Analyze and apply the theory, concepts and skills in the core courses LO3: Evaluate and demonstrate subject matter depth in the applicable	Articles on Information Systems Technology	<ul style="list-style-type: none"> • Introduce yourself in the ITCC698 Weekly Discussion Forum--Student Introduction--Week One Graded (Forum 1) • Select your topic and begin to complete your Table of Contents for your thesis or creative project due Week Two

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		concentration LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.		
2	Information Systems and Technology	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500) LO2: Analyze and apply the theory, concepts and skills in the core courses LO3: Evaluate and demonstrate subject matter depth in the	Articles on Information Systems Technology	<ul style="list-style-type: none"> • Submit your topic and Table of Contents (Appendix 9: Sample of a Table of Contents) • Review your articles/sources and begin writing your 25 - page literature review due week eight • Participate in the Week Two Forum on Selected Topic and the IRB Student Research Policy Forum (Forum 2)

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		<p>applicable concentration LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p>		
3	Creative Project/Thesis Proposal	<p>LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500) LO2: Analyze and apply the theory, concepts and skills in the core courses LO3: Evaluate and demonstrate subject matter</p>	Articles on Creative Project/Thesis Proposal	<ul style="list-style-type: none"> • Submit your Creative Project/Thesis Proposal • Participate in the Week Three Forum on Formal Proposal (Forum 3) • Review your articles/sources and continue writing your 25 - page literature review due week eight

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		<p>depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p>		
4	Articles on Information Systems Technology	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)	Articles on Information Systems Technology	<ul style="list-style-type: none"> Review your articles/sources and continue writing your 25 - page literature review due week eight Participate in the Week Four Forum on Thesis or Creative Project Introduction (Forum 4)

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		<p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p>		
5	Thesis or Creative Project Introduction	LO1: Appraise and apply the research	Thesis or Creative Project Introduction	<ul style="list-style-type: none"> • Submit your Thesis or Creative Project Introduction • Participate in the Week Five Forum on Literature Review Process (Forum 5)

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		<p>methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and</p>		<ul style="list-style-type: none">• Review your articles/sources and continue writing your 25 - page literature review due week eight
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		critical analysis on the thesis subject LO6: Synthesize the final thesis paper to include an annotated bibliography or project		
6	Articles on Information Systems Technology	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500) LO2: Analyze and apply the theory, concepts and skills in the core courses LO3: Evaluate and demonstrate subject matter depth in the applicable concentration	Articles on Information Systems Technology	<ul style="list-style-type: none"> Review your articles/sources and continue writing your 25 - page literature review due week eight Participate in the Week Six Forum on Literature Review Experience (Forum 6)

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		<p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p> <p>LO6: Synthesize the final thesis paper to include an annotated bibliography or project</p>		
7	Research Design	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information	Research Design	<ul style="list-style-type: none"> • Submit your Research Design • Participate in the Week Seven Forum on Research Design (Forum 7) • Review your articles/sources and continue writing your 25 - page literature review due week eight

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		<p>Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p> <p>LO6: Synthesize</p>		
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		the final thesis paper to include an annotated bibliography or project		
8	Research/Project in Information Systems and Technology	<p>LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging</p>	Articles on Information Systems Technology	<ul style="list-style-type: none"> • Review your articles/sources and continue writing your 25 - page literature review due this week. • Submit your Draft Thesis Or Creative Project Literature Review • Participate in the Week Eight Forum on Methodology (Forum 8)

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		technologies, legal issues, ethical factors, and societal impacts related to the thesis subject. LO5: Investigate and perform in-depth research and critical analysis on the thesis subject LO6: Synthesize the final thesis paper to include an annotated bibliography or project		
9	Research/Project in Information Systems and Technology	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500) LO2: Analyze and apply the theory,	Research/Project in Information Systems and Technology	<ul style="list-style-type: none"> • Continue to work your Draft Thesis or Creative Project due week twelve • Participate in the Week Nine Forum on Results (Forum 9)

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		<p>concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p> <p>LO6: Synthesize the final thesis paper to include an annotated bibliography or project</p>		
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10	Research/Project in Information Systems and Technology	<p>LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p>	Research/Project in Information Systems and Technology	<ul style="list-style-type: none"> • Continue to work your Draft Thesis or Creative Project due week twelve • Participate in the Week Ten Forum on Discussion component of the paper (Forum 10)
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		<p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p> <p>LO6: Synthesize the final thesis paper to include an annotated bibliography or project</p>		
11	Research/Project in Information Systems and Technology	<p>LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the</p>	Research/Project in Information Systems and Technology	<ul style="list-style-type: none"> Continue to complete your Draft Thesis or Creative Project due week twelve

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		<p>applicable concentration LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject. LO5: Investigate and perform in-depth research and critical analysis on the thesis subject LO6: Synthesize the final thesis paper to include an annotated bibliography or project</p>		
12	Research/Project in Information Systems and Technology	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information	Research/Project in Information Systems and Technology	<ul style="list-style-type: none"> • Submit your completed Draft Thesis or Creative Project

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		<p>Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p> <p>LO6: Synthesize</p>		
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		the final thesis paper to include an annotated bibliography or project		
13	Research/Project in Information Systems and Technology	<p>LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p> <p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal</p>	Research/Project in Information Systems and Technology	<ul style="list-style-type: none"> Continue to complete your Final Thesis or Creative Project due week fifteen

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		<p>issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p> <p>LO6: Synthesize the final thesis paper to include an annotated bibliography or project</p>		
14	Research/Project in Information Systems and Technology	<p>LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500)</p> <p>LO2: Analyze and apply the theory, concepts and skills in the core courses</p>	Research/Project in Information Systems and Technology	<ul style="list-style-type: none"> • Continue to complete your Final Thesis or Creative Project due week fifteen • Participate in the Week Fourteen Final Thesis/Project by answering the following questions (Forum 11): <ol style="list-style-type: none"> 1. Why did you think it was important to study/research this topic or conduct this project? 2. What are other studies in your literature review suggesting about this topic? 3. What did you expect to find out from your study/research/project? 4. What did your data illustrate?

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		<p>LO3: Evaluate and demonstrate subject matter depth in the applicable concentration</p> <p>LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject.</p> <p>LO5: Investigate and perform in-depth research and critical analysis on the thesis subject</p> <p>LO6: Synthesize the final thesis paper to include an annotated bibliography or project</p>		<p>5. What are the main findings of your study/research/project?</p> <p>6. What explanation can you provide for the observed findings of your study/research/project?</p>
15	Research/Project in Information Systems and	LO1: Appraise and apply the research	Articles on Information Systems	<ul style="list-style-type: none"> • Submit Final Thesis or Creative Project

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	Technology	methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500) LO2: Analyze and apply the theory, concepts and skills in the core courses LO3: Evaluate and demonstrate subject matter depth in the applicable concentration LO4: Examine and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject. LO5: Investigate and perform in-depth research and	Technology	
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		critical analysis on the thesis subject LO6: Synthesize the final thesis paper to include an annotated bibliography or project		
16	Research/Project in Information Systems and Technology	LO1: Appraise and apply the research methodologies presented in the Research Methods in Information Systems and Technology class (ITCC500) LO2: Analyze and apply the theory, concepts and skills in the core courses LO3: Evaluate and demonstrate subject matter depth in the applicable concentration LO4: Examine	Research/Project in Information Systems and Technology	<ul style="list-style-type: none"> • Complete and submit your Final Blog • Participate in the Week Sixteen Forum on Conferences and Publication (Forum 12)

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		and critique current trends, emerging technologies, legal issues, ethical factors, and societal impacts related to the thesis subject. LO5: Investigate and perform in-depth research and critical analysis on the thesis subject LO6: Synthesize the final thesis paper to include an annotated bibliography or project		
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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](#)

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Academic 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

Other Helpful Resources

1. Social Research Methods: <http://www.socialresearchmethods.net/>

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2. The Research Methodology: <http://www.experiment-resources.com/research-methodology.html>
3. Type of Research: http://www.researchamerica.org/public_opinion?qclid=CO_rg_jv0aMCFRr6iAoda3FWtg
4. Sage Research Methods Online: <http://www.sagepub.com/srmo> also <http://www.methodsplace.com>
5. APA Format and Writing Style: <http://www.apa.org>
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8. Coppedge, M. (2002). *Theory Building and Hypothesis Testing: Large- vs. Small-N Research on Democratization*. Retrieved August 1, 2010 from www.nd.edu/~mcoppedg/crd/mpsacopp02.pdf
9. ICPSR. (2005). Content Analysis. Guide to Social Science Data Preparation and Archiving. Retrieved 28 October 2007 from <http://www.icpsr.umich.edu/access/dataprep.pdf>
10. Association for Computing Machinery (ACM): <http://www.acm.org/>
11. IEEE Computer Society: <http://www.computer.org/portal/site/ieeecs/index.jsp>
12. Project Management Institute (PMI): <http://www.pmi.org/info/default.asp>