BIS 410: Capstone Project
Fall 2017 45039

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Office Hours (and location): MTWRF 9am-12am; MTWF 1-3pm; Virtual Office Hour
7-8pm via Zoom

COURSE TEXT
Repko, Allen F. (2012). *Interdisciplinary Research: Process and Theory, 2nd ed*. Los
    Angeles: Sage.
ISBN: 978-1-4129-8877-3

A copy of the text is available at the Reserve Desk of the Roberts-LaForge Library so that
students can complete assignments until their copy arrives or is purchased.

Additional Materials
You need a web camera and headset to participate fully in the online course.

Computing Requirements
To access the online components of this course you should have--or have regular access
to--an Internet-connected, multimedia-class computer that uses an up-to date web
browser with the usual plug-ins and players. You need a web camera and headset to
participate fully in the online course.

Description
Integration of classroom and experiential learning. The culminating activity of the BSIS
program, the Capstone Project requires students to apply interdisciplinary concepts and
practices to one or more of their chosen areas of emphasis. Students must successfully
complete BIS 400 with an approved proposal and a grade of C or better before registering
for the Capstone Projects.

SPECIFIC LEARNING OUTCOMES
Upon completion of this course, students will be able to:
- apply appropriate various research methods to issues within or contingent to their
  areas of concentration in developing the project
- demonstrate critical and analytical skills in completing the Capstone Project,
  applying in the process useful sources, resources, and research in the field
- complete a project that demonstrates a range of learning across areas of
  concentration
- complete a project that answers an actual and determined need
- present and defend their project

EVALUATION AND GRADING

Quizzes, Exploratory Papers, Peer Reviews	**20%**
Discussions	**20%**
Portfolio	**20%**
Capstone Presentation	**20%**
Completed Final Version of the Capstone Project	**20%**

Assignment Descriptions

Quizzes

Quizzes will be based on course content, readings and the syllabus. Some assignments will be counted in the quiz grades (Exploratory Readings; Q&A Assignment; VoiceThread Introduction Video Commenting; and VoiceThread Introduction Creation)

Exploratory Readings
Audience: Write for yourself as well as the instructor.
Main point and purpose: To answer basic questions about the chapter, pinpointing difficulties in reading comprehension before delving deeper into the chapter's contents.
Pattern and procedures: Answer the questions in the assignment box in full, grammatically correct sentences.
Standards and criteria:

Category	2	0
Question 1	You have answered the question correctly and in a full, grammatically correct sentence.	You have answered the question incorrectly and/or the answer is not in a full sentence.
Question 2	You have answered the question correctly and in a full, grammatically correct sentence.	You have answered the question incorrectly and/or the answer is not in a full sentence.
Question 3	You have answered the question correctly and in a full, grammatically correct sentence.	You have answered the question incorrectly and/or the answer is not in a full sentence.
Question 4	You have answered the question correctly and in a full, grammatically correct sentence.	You have answered the question incorrectly and/or the answer is not in a full sentence.
Question 5	You have answered the question correctly and in a	You have answered the question incorrectly and/or

	full, grammatically correct sentence.	the answer is not in a full sentence.

VoiceThread Introduction Video Commenting

Audience: Your classmates and your instructor.
Main point and purpose: To learn how to comment on VoiceThreads.
Pattern and procedures: Watch the introduction and comment on at least two of the slides. One comment should be a video comment and one should be an audio comment. You are very welcome to comment on more than two slides and on classmates' comments.
Standards and criteria:

Criteria	Complete 2	Incomplete 0
You have made a video comment on one of the slides in my introduction VoiceThread.		
You have made an audio comment on one of the slides in my introduction VoiceThread.		
Comment quality – the audio and webcam comments were fully audible and visible.		

Q & A Assignment

Audience: Your classmates and your instructor.
Main point and purpose: To learn how to use the Q&A section in the course.
Pattern and procedures: After reading the syllabus, course orientation and reviewing the technology we will be using in the course, ask a question about something you want clarification on. Answer a classmate's question. You are very welcome to ask more than one question and answer more than one classmate's questions.
Standards and criteria:

Criteria	2	0
You asked a question about the syllabus, course navigation, or technology we are using in this course.	Yes	No
You answered a classmate's question.	Yes	No

You asked a question at least 48 hours before the due date.	Yes	No
You answered a question at least 24 hours before the assignment was due.	Yes	No

VoiceThread Introduction Creation

Audience: The instructor and your classmates.
Main point and purpose: To learn how to create a VoiceThread.
Pattern and procedures: Using my VoiceThread Introduction as a model, create a VoiceThread to introduce yourself to the class. Make sure you have a mix of video and audio comments; upload some photos, find, and upload a video on YouTube that reflects one of your interests.
Standards and criteria:

Criteria	Complete 2	Incomplete 0
Your comments are predominantly audio or video	The majority of your comments are either audio or video.	The majority of your comments are text comments.
Slide content is relevant and appropriate	Images, documents, movies or audio files demonstrate consideration.	Images, documents, movies or audio files are of poor quality or not appropriate.
Comment quality	Your comments are audible and visible.	Your comments are not audible or visible.
Mastery of basic VoiceThread features	You created a complex VoiceThread based on my VoiceThread introduction model.	You did not create a complex VoiceThread introduction based on my VoiceThread introduction model.

Discussions

Audience: Your classmates and the instructor.
Main point and purpose: The discussions are designed to engage your thinking about the readings, course content and related concepts. It is also an opportunity to interact with your classmates.
Pattern and procedures: In the appropriate VoiceThread (each discussion will be linked to a specific VoiceThread), post a video (preferred) or audio (accepted) comment. Limit yourself to one minute for your comments and responses. Type or write a script so that you stay on track when you post and respond but also in case you run into technical difficulties and have to redo your post or response. Discussion comments should be courteous, thoughtful, and carefully formulated. WARNING - merely agreeing with a classmate's post is not a response.

Standards and criteria:

Criteria	2	1	0
Content Quality	You have clearly and concisely posted a thoughtful analysis of the discussion topic.	You have posted a somewhat thoughtful analysis of the discussion topic but it is somewhat unclear and you ramble a bit.	Your post is not thoughtful, off topic, or unclear, and it is either too long or too short.
Responses to Classmates	You have left feedback that is constructive and thoughtful. Your responses add to the discussion.	You have left feedback that is mostly constructive and thoughtful.	Your feedback is not constructive or thoughtful.
Comment Quantity	You have commented on at least three classmates' posts.	You have commented on at two classmates' posts.	You have not commented on classmates' posts.
Technology Quality	Your video is well lit and viewers can clearly see your face. Your audio is 100% audible.	Your video is a little unclear. Your audio is not 100% audible.	Your video and/or audio is distorted, missing, unclear or inaudible.
Timeliness	You post a comment at least 24 hours before the comment is due. You respond to your classmates throughout the week.	You post a comment at least 12 hours before the comment is due. You respond to your classmates at least 24 hours before responses are due.	You do not comment until shortly before the posts are due and you do not respond to classmates until shortly before the responses are due. You have not posted a comment or a response.

Portfolio

Audience: Broad (peers, instructor, DSU community, professional schools, prospective employers, etc.). You will share your website with your classmates and me.
Main Point and Purpose: The Portfolio is designed to capture the entire progress, process and outcomes of your Capstone Project in one area.
Pattern and Procedures: In GoogleSites create a website that will contain various components.

Standards and Criteria:

Criteria	3	2	1
Progress Blog (dates, hours worked, activities, successes, frustrations, what was accomplished, what needs to be done next, etc.)	You have posted your progress and process thoroughly each week and provided excellent, critical context.	You have posted your progress and process almost every week and provided some context.	You posted sporadically and provided little context.
Capstone Artifacts (letters, schedules, contracts, photographs, maps, brochures, etc.)	You have provided a great variety of artifacts.	You have provided a variety of artifacts.	You provided only a minimal amount of artifacts.
Editing: Grammar, mechanics, and spelling	You have edited your site very well and there are no errors.	You have edited your site well but there are some errors.	You have not edited your site and there are many errors.
Colors, Backgrounds, Patterns, Images	Your choice of colors, patterns, and images enhances the readability.	Your choice of colors, patterns, and images support readability.	Your choice of colors, patterns, and images distract from readability.
Organization – pages, sub-pages, titles, formatting, etc.	Your portfolio is exceptionally well organized, properly labelled, correctly formatted and is mistake free.	Your portfolio is well organized, properly labelled, correctly formatted and has only a few mistakes.	Your portfolio is not organized, nor is it labelled or formatted correctly. There are many mistakes.
Components (blog, presentation, final paper, artifacts, etc.)	You have included all key components and added more.	You have included all key components.	You have only included a few key components.
Resources listed in APA or MLA format	You have consistently and correctly cited material without any errors.	You have consistently and correctly cited material but with some errors.	You have not consistently or correctly cited material.
Content	You have provided accurate and extensive content so that site visitors understand the topic, and its	You have provided accurate and sufficient content so that site visitors get a general understanding of the topic, and its	You have not provided accurate or sufficient content. Site visitors cannot understand the topic, and its

	various components.	various components.	various components.

Capstone Project Final Paper

Audience: The audience is very broad - peers, community, instructor, academic community, prospective employers and/or professional schools. Keep in mind that the audience is not an expert in the disciplines used in Capstone Project.

Main point and purpose: To take your paper from BIS 400, update and revise it. This part of the Capstone Project is designed to allow you to review, rework and finalize your Capstone Project without personal or disciplinary bias and free of disciplinary jargon.

Pattern and procedures: Finalize, polish and update the Revised and Extended Capstone Project Proposal from BIS 400. Follow an academic paper form. The final copy must be attached as a file (docx, doc or odt format), be a minimum of 3000 words (minus the title page and References Section).

Standards and criteria:

Criteria	3	2	1
Problem or research question defined and is complex	Your research question/problem is very complex and requires insights from more than 3 disciplines	Your research question/problem somewhat complex	Your research question/problem is not at all complex (can be answered yes or no)
Interdisciplinary approach justified	You have clearly justified an interdisciplinary approach with concrete examples	You have only somewhat justified an interdisciplinary approach	You have not justified an interdisciplinary approach
Relevant disciplines identified	You have identified ALL relevant disciplines; that is you have drawn from a wide variety of disciplines, subdisciplines and interdisciplines in addition to your concentrations.	You have identified MOST relevant disciplines; that is you have drawn from a variety of disciplines, subdisciplines and interdisciplines in addition to your concentrations.	You have not identified enough relevant disciplines or none.
Practical element	You have a clear, doable, refreshing and unique practical element that integrates a wide variety of disciplines and extends beyond	Your practical element is vague and only includes some relevant disciplines.	Your practical element is not doable or identified.

	your concentrations.		
Identify a test from pages 418-425 that you will use to test your entire project for interdisciplinarity	You have selected an appropriate test and have explained how and why your project is, or is not, interdisciplinary.	You have selected an appropriate test.	You have not selected an appropriate test.
Resources listed in APA or MLA format	You have used APA/MLA citation style correctly and consistently without any errors.	You have used APA/MLA citation style somewhat correctly and consistently but with a number of errors.	You have not used APA/MLA citation style not correctly, consistently or at all.
Editing: Grammar, mechanics, and transitions	Your paper is free of grammatical errors and typographical errors and is well edited.	Your paper has a few major grammatical errors or typographical errors.	Your paper includes many major grammatical errors or typographical errors, making it difficult to follow your argument.
Entire paper	You have developed, argued, documented and written a truly integrative interdisciplinary project, which is more than 3000 words and encapsulates the entire project (IRP steps 1-10, research, methods, and practical element - at the very least).	You have developed a somewhat argued, document and written an interdisciplinary project which meets the 3000-word minimum and somewhat includes all elements (IRP steps 1-10, research, methods, and practical element) of the entire project.	You have not met the 3000-word minimum and/or you have not included the necessary elements.
Incorporated Feedback	You have not only incorporated changes needed as indicated by instructor in the	You have incorporated some changes indicated by instructor in the Revised and	You have ignored the instructor's feedback in the Revised and Expanded Capstone

	Revised and Expanded Capstone Project Proposal but you have also taken great care not to repeat mistakes	Expanded Capstone Project Proposal but you repeat mistakes	Project Proposal and you repeat mistakes

Presentation

Audience: Broad (peers, instructor, DSU community, professional schools, prospective employers, etc.).
Main Point and Purpose: The presentation is designed to allow you to share your Capstone Project with your classmates and the University community.
Pattern and Procedures: All students will present online through Zoom. You may use PowerPoint or another slide presentation for your presentation but you do not have to (using cue cards and speaking freely are absolutely fine). The main thing about your presentation is that you lead us through your project without jargon.
Standards and Criteria:

Criteria	20	15	10
Entire Presentation	You presented a compelling interdisciplinary Capstone Project clearly, coherently and concisely. You led the audience through the presentation chronologically, thoroughly and did so without disciplinary jargon, disciplinary bias or personal bias. You used a formal tone consistently and spoke audibly and clearly. You introduced yourself and the people that helped you in completing the project.	You presented clearly, coherently and concisely. You led the audience through the presentation chronologically and did so mostly without disciplinary jargon, disciplinary bias or personal bias. You mostly used a formal tone and spoke mostly audibly and clearly. You introduced yourself and the people that helped you in completing the project.	You did not present clearly, concisely or audibly and your tone was informal.

Grading System

Letter		Quality Points		Description
A	= 90-100	4	=	Excellent
B	= 80-89	3	=	Good
C	= 70-79	2	=	Satisfactory
D	= 60-69	1	=	Poor
F	= below 60	0	=	Failure

The letter "I" (incomplete) may be awarded when, for reasons beyond a student's control, the course requirements cannot be completed during the enrollment period. "I" grades carry no quality points; the hours are included in calculation of the quality point average. An "I" must be removed within a period of twelve months. This twelve-month requirement does not apply to theses, dissertations, and other research or practicum courses, which can award the grade of IP (in progress).

Attendance and Participation

Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit. Attendance shall be taken at each online class meeting.
A student will be considered to be in attendance in an online class when the individual 1) participates in online discussion about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.
The last date of attendance will be the date the student last logged into the course and met one of the four criteria above.
Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and make-up work are established for each class, and are announced in writing at the beginning of the term. Each student is directly responsible to the individual professor for absences and for making up work missed. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

Instructor Policies
No make-up quizzes or extra-credit work if you miss any assignments or your grade is low. Only work missed for excused absences can be made up.
Missed, incomplete, late assignments or those that do not follow the assignment instructions automatically receive a zero.
Power outages, computer or drive failures, lack of access to computers, or assignments not loading, etc. are not excuses to miss or hand in assignments late. The Roberts-

LaForge Library has a computer lab and most public libraries have computers available for patrons. If you have problems loading assignments or with Canvas contact the Helpdesk (see below for numbers).

TECHNOLOGY ISSUES

The Office of Information Technology (OIT) provides 24/7 technical support for all campus Canvas users. Students may contact OIT for technical assistance several ways. If you experience technical difficulties or need technical assistance with this course, contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu. Or you may contact them by phone at 662-846-4444 or 866-264-1465 (toll-free). Please include the course name and your 900# when contacting the Help Desk.

Additional information concerning technical assistance can be found by clicking the Help button on the course Home Page.

ACADEMIC HONESTY POLICY
POLICY STATEMENT

Delta State University expects all students to adhere to the highest moral academic standards.

DEFINITIONS

Cheating – taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work.

Plagiarism – the appropriation of ideas, facts, phrases, or additional materials from any source without giving proper credit or offering appropriate documentation.

PROCEDURES and RESPONSIBILITIES
Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document.

Cheating – taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to the following:

- taking answers from another student's paper or allowing answers to be taken from one's own paper during an examination or quiz;

- the use of notes or any other aid not specifically allowed or approved by the instructor;
- unauthorized access to an un-administered examination or quiz and dissemination of the same;
- collaboration on take-home examinations unless specifically approved by the instructor;
- receiving editorial assistance on a course assignment beyond that expressly allowed by the instructor;
- collaborating with another person in the preparation of any assignment offered for credit when such collaboration is prohibited by the instructor; and
- submitting the same work for credit in more than one course, regardless of whether or not such submission occurs within the same term. An exception may be granted if the student receives written permission in advance from his/her instructor(s).

Plagiarism – the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author, unless the material is considered general knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor prior to submission of the assignment.

PENALTIES FOR DISHONESTY

If it is believed that an academic honesty violation has occurred, the instructor should schedule a conference with the student to present the violation and evidence. If, following the consultation, the faculty member still believes the student has committed an act of academic dishonesty, the faculty member may recommend an appropriate sanction, such as a grade of zero on the test, examination, or paper in question, retake of a test or examination, extra work, failure in the course, or a combination of these sanctions. The faculty member shall inform the student of the recommended sanction. The faculty member then shall submit a written report of the matter (including Cheating/Plagiarism Document) to the department/division chair, the dean of the school/college in which the course was offered, and, if different, the student's academic dean, and the Provost, with a copy to the student. In the case of a graduate student, the dean of the Graduate Studies shall be given a copy. This notification will remain confidential in compliance with policies protecting student privacy.

Multiple violations will be the purview of the Academic Honesty Committee. This committee may recommend additional and/or combined sanctions, up to and including suspension or dismissal from the university. The Academic Honesty Committee shall report to the Provost/VPAA. If the recommended sanction is dismissal, the provost shall inform the president, and the president shall direct the registrar to inform the student of the recommendation of the dismissal. In each case, copies of the notification of a recommended sanction shall be sent by the registrar to the faculty member, the

department/division chair, the dean of the school or college in which the course was offered, and if different, the student's academic dean.

STUDENT APPEAL OF RECOMMENDED SANCTION

The student may appeal the sanction(s) recommended by a faculty member by following the appeal process established in the Academic Grievance Policy already in place, available in the Delta State University Undergraduate and Graduate *Bulletins* (archived on the Academic Affairs web page) and in the Policies Manual (archived at /pages/2457.asp).

The student may appeal the sanction(s) recommended by the Academic Honesty Committee to the Provost/VPAA.

CIVILITY ONLINE/NETIQUETTE:

Email etiquette
- Before sending an email about the course, check the Q&A section. You may find the answer there.
- Use the course email for anything to do with the course.
- Make sure you have a subject line – something that gives me an idea what you are contacting me about.
- Use proper grammar and spelling.
- Do not use all caps.
- Include your 900#.
- If you have problems uploading an assignment, contact the Helpdesk (click the Help button in Canvas), not me.

Netiquette for Our Online Discussions
- We will use VoiceThread for our discussions and therefore not type but it is still important to use proper grammar and speak loudly and clearly.
- Before you make a post or response, write a short script to keep you on track that way you can avoid miscommunication. Make sure to justify your opinion with evidence (depending on the discussion topic it may be from the textbook or it could be from another source). Avoid generic statements that have no substance – "I agree with you."
- Listen to other students' comments before you add your response so that you do not repeat what others have said.
- Be respectful in posts and if someone is being insulting, please report them to me.

ADA STATEMENT and REFERENCE TO COUNSELING CENTER FOR DISABILITIES

Delta State University complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against

anyone protected by law because of a disability. The University makes provisions to accommodate all disabled persons.

For assistance and to make arrangements for accommodation for disabilities, please contact Dr. Richard Houston, at the Reilly Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

IMPORTANT DATES

August 21	Day and night classes begin; registration continues
August 22	Late registration starts; fees assessed
August 29	Registration closes for fall semester
September 1	Last day a course may be changed from credit/audit
September 4	Labor Day Holiday
September 4, 6:00 p.m.	Classes resume
September 5	Grades of W or F in effect
September 12	Writing Proficiency Examination
October 16	Mid-semester
October 17, 12:00 noon	D and F reports recorded by faculty
November 6	Early spring semester registration begins
November 10	Fall 2017 graduation application deadline
November 20 – November 24	Thanksgiving Holidays (No classes)
November 27, 8:00 a.m.	Classes resume
December 1	Last day to withdraw from a course
December 4 – 8	Fall examinations
December 9	Fall commencement
December 11, 12:00 noon	All grades recorded by faculty
December 11, 2017 – January 11, 2018	INTERSESSION

FINAL EXAMINATION SCHEDULE

Fall 2017 Exam Week: December 4 – December 7, 2017

EXAM TIME	December 4 MON	December 5 TUES	December 6 WED	December 7 THUR
8 am	M/W/F 1:00-1:50	T/TR 8:00-9:15	M/W/F 8:00-8:50	T/TR 9:25-10:40

12 noon	M/W/F 9:00-9:50	T/TR 12:15-1:30	M/W/F 2:00-2:50	T/TR 3:05-4:20
3 pm	M/W/F 10:00-10:50	T/TR 10:50-12:05	M/W/F 11:00-11:50	T/TR 1:40-2:55
6 pm	M/W/F 4:00-4:50 & Monday Evening Class	T/TR 4:30-5:45 & Tuesday Evening Class	M/W/F 12:00-12:50 & Wednesday Evening Class	M/W/F 3:00-3:50 & Thursday Evening Class

COURSE SCHEDULE

Week	Dates	Readings, assignments, quizzes, etc.
1	August 21-25	Course Orientation, Syllabus, Introduction assignments; OKRA quiz; read Chapter 13 of text
2	August 28-September 1	Discussion 1 Post and Response; Chapter 13 Exploratory Reading, quiz
3	September 4-8	Discussion 2 Post and Response; quiz; Chapter 13.1; quiz
4	September 11-15	Discussion 3 Post and Response; Chapter 13.1; quiz; Chapter 14 Exploratory Reading
5	September 18-22	Discussion 4 Post and Response; Chapter 14, Chapter 13 quiz
6	September 25-29	Discussion 5 Post and Response; Conclusion; Chapter 14 quiz;
7	October 2-6	Discussion 6 Post and Response; quiz;
8	October 9-13	Discussion 7 Post and Response; quiz
9	October 16-20	Discussion 8 Post and Response; quiz
10	October 23-27	Discussion 9 Post and Response; quiz;

11	October 30-November 3	Discussion 10 Post and Response; quiz;
12	November 6-10	Discussion 11 Post and Response; quiz;
13	November 13-17	Discussion 12 Post and Response; quiz
Thanksgiving Holidays	November-20-24	
14	November 27-December 1	Discussion 13 Post and Response; Presentation; Course Evaluation
Exam	December 4-8	Portfolio; Final Paper