Syllabus
IS 596: MSIS Capstone Project
Texas A&M University-Texarkana
College of Education and Liberal Arts

Credits: 3 SCH
Full term Dates: Jan. 20 – May 07
Meeting Day/Time: Selected Thursdays according to course calendar, 7pm-9:45pm.
Room Location:
Prerequisites: C or better in IS 595 and preferably in final term of program

Professor Contact Information
Instructor: Dr. Gaynell Green, STEM bldg. Office 309J
Email: Gaynell.green@tamut.edu
Office phone: 903-223-3165
Fax: 903.223.3120
Office hours: Tuesdays, 2:30pm – 5:30pm and Wednesday, 3:30pm – 5pm

Course Description:
This is an independent or directed-study course wherein the student refines and completes a final original research project for the MSIS degree, based on the proposal developed in IS 595. The class will meet together on a regular basis to cover the latter phases of the research process and how to prepare for the final presentation; however, students will be significantly engaged in independent data collection, data analysis, and composing the final project report. In addition to the course professor, each student solicits an outside evaluator to provide additional mentoring and guidance as data is collected and analyzed. The student will submit rough drafts of the project components throughout the semester. The culminating products are the written report and a formal presentation of the project to a professional audience of faculty mentors, the course professor and other peers. Students are expected to be able to answer questions about their research and engage in professional dialogue about the topic during the formal presentation.

Student Learner Outcomes:
1. The student will demonstrate the ability to conduct academic/scientific research in their specific area of concentration, using the research design and plan stipulated in the proposal. The means of assessment and evaluation are described in the rubric listed on page .
2. The student will be able to demonstrate strong communication and presentation skills. The means of assessment and evaluation are described in the rubric listed on page .
Resources Needed:

1. Completed proposal as approved by instructor from IS 595
3. APA 6th Edition Style Guide: To complete the research project and write the final report in IS 596, the APA Style Guide is a must. Although it is available on-line, the website can be difficult to interpret if you are not familiar with it. The APA manual is available at the student bookstore, or on line at http://www.apastyle.org/, or other online booksellers.


OR

(ISBN 1-59147-252-0)

Additional Resources needed: Access and ability to maneuver through the internet, ability to use the Turnitin®, word processing, and electronic slide presentations (PPT).

Course Policies

Academic Honesty: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of F in the course and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity.

Disability Assistance: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by contacting Carl Greig, first floor of UC or by calling 903.223.3062. He must be contacted no later than the first week of the term.

E-Mail Address Statement: Upon application to Texas A&M University-Texarkana an individual is assigned an A&M-Texarkana email account. This email account is used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

University Drop Policy - The administrative drop policy for credit courses is as follows: Students who wish to discontinue attendance in a course (s) will be required to submit the necessary paperwork to the Registrar’s Office in order to be officially dropped/withdrawn from their course(s). If a student does not follow the correct drop/withdraw procedure, he/she will remain registered in the course(s) and receive the grade issued by the instructor (based on grades submitted and earned). Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar website. The policy for
developmental courses will remain the same. Any student who is registered in a developmental course and fails to attend may be administratively dropped/withdrawn from all courses.

<table>
<thead>
<tr>
<th>Important Dates for the Spring 2015 term</th>
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<tr>
<td><strong>Session dates</strong></td>
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<tr>
<td>Full Term (16 week) Jan. 20 – May 7 (last class date)</td>
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**Late Assignments and Staying current with the coursework** – This course requires a significant amount of and critical thinking and is intensive in writing, in addition to text readings. It is imperative that you maintain consistent attendance to understand the nature of all assignments, AND stay current with submitting drafts of the project as scheduled. All students must be ready for the final presentation date – **that date cannot be rescheduled**. Late assignments will have a point deduction of 5% of total value per day.

**Grades of Incomplete** – Because this is a capstone course I don’t expect this issue to arise too often, but should there be an extreme case where exceptional personal difficulties, **clearly beyond the student’s control**, prevents him/her from completing course requirements by the end of the term, an Incomplete can be given ONLY IF the student is NOT able to attend school or work or carry on typical life responsibilities and IF the circumstances/request is discussed with me in person well before the last class day. Naturally, an incomplete in this course prevents a student from graduating during this term.

**Assessment of Assignments and Course Grading Scheme**

<table>
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<tr>
<th>Assignments and Point Value</th>
<th>Course Grading Scheme</th>
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<tbody>
<tr>
<td>1. One Exam – 50 pts</td>
<td>A: 243-270</td>
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<tr>
<td>2. Instrument approved for data collection – 25 pts</td>
<td>B: 216 - 242</td>
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<td>3. Original (raw) data collected – 50 pts</td>
<td>C: 189 - 215</td>
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<td>4. Data Presentation (Findings) section – 50 pts</td>
<td>D: 162-188</td>
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<td>5. Interpretation/Discussion section – 25 pts</td>
<td>F: 0-161</td>
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<td>6. Final Conclusions and Implications for Future Research section – 25 pts</td>
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<td>7. Final Written Report (including all chapters from IS 595) – 20 pts, based on mechanics, layout and completeness, APA style of all components from Title Page to last appendix.</td>
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<td>8. Formal Presentation and Collegial Discussion – 25 pts (guide for this provided soon after course begins)</td>
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Description of Course Requirements/Assignments

Examination: One formal exam will be conducted over the designated chapters relative to the processes of data collection, data analysis and interpreting conclusions and implications, plus how a formal report is developed. The exam is designed to be a comprehensive evaluation of academic content for this course, not IS 595 content.

Final Research Project (based on components in the aforementioned list of assignments): The components graded to determine the overall course grade in this course are listed in the assignments aforementioned. A grading rubric for the project components will be disseminated first class session. The final presentation will be a formal presentation of the whole project to the class and will include guest faculty. Presentations should include a high-quality set of PPT slides depicting each stage of your research; know your project so well that you will not rely on merely reading the slides. You may certainly use notes. Exercise professional speaking and presentation skills.

Course Outline for the term – January 20 to May 7
The instructor reserves the right to make changes to the course syllabus and will notify students accordingly.

<table>
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<tr>
<th>On-Site Meeting Date/Topics/Assignment Due</th>
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<tr>
<td><strong>Week 1 - Thursday, January 22</strong></td>
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<tr>
<td>- Introductions and Course Overview</td>
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<td>- Text</td>
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<td>- Syllabus</td>
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<td>- Project Requirements and project rubric</td>
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<td>- Faculty Mentor selection</td>
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<td>- IRB documentation</td>
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<td><strong>Week 3, Thursday, Feb. 5</strong></td>
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<td>- Text Readings for today: Chapter 7 and 10</td>
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<td>- Final instrument due</td>
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<tr>
<td>- Class topic: Data Collection for Quantitative Studies and Qualitative Studies</td>
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<td>NOTE: once IRB approves your study, you can begin data collection</td>
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<td><strong>Week 5 - Thursday, Feb. 19</strong></td>
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<td>- Text Readings for today: Chapter 8</td>
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<td>- Class topic: Analyzing quantitative data (basic Statistics) and arranging quantitative visually in a report for reader interpretation</td>
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<td><strong>Week 7 - Thursday, March 5</strong></td>
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<td>- Text Readings for today: Chapter 11</td>
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<tr>
<td>- Class topic: Analyzing QUAL data (themes and pattern codes) and presenting data in a narrative form</td>
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Week 8 - March 9 – 13

Individual meetings with Dr. Green or your faculty mentor – bring all data collected thus far (be sure to use Chapter 8 and 11 for assistance with preparing your analysis) – make an apmt.

NO MEETINGS the week of Spring Break. March 16 – 20 or March 23- 27 (I am out of town at a conference), but the one exam will be delivered on-line from March 24- 29. Complete your data collection by March 30!!!

Week 10, Thursday, April 2
- Class topic: Identifying and Writing Conclusions and Implications (Chapter 14)

Week 12, Thursday, April 16
- Class topics: How to format your study presentation visually, and finalizing the written report

Week 15, Thursday, April 30
Presentations in class; submit final written document either today or no later than May 7th

Additional References or Recommended Readings – Not Required

Williams, Frederick. (1986) *Reasoning with statistics: How to read quantitative research.*

**Internet Resources**

National Center for Educational Statistics [http://www.nces.gov](http://www.nces.gov)
American Psychological Association [http://www.apastyle.org](http://www.apastyle.org)
Education Research Service [http://www.ers.org](http://www.ers.org)