U56 352 Integrated Studies Capstone: A&S Professional Track
University College in Arts & Sciences,
Spring 2020

Instructor Contact Information
M. Jean Russell, Ph.D.
Mobile phone: 202-550-1909
Faculty e-mail: maryjeanrussell@wustl.edu
Class Meeting Date and Time: Online delivery
Course Dates: January 17, 2020 to April 24, 2020
Students should email the Instructor with any questions or concerns. Students will receive a response to their inquiries within 24 hours.

Course Description
This capstone course requires students to complete a basic research project, integrating the knowledge and skills they have acquired throughout their program. The course takes an academic approach to business problem solving and provides the basis for understanding how students’ education and life experiences open pathways to employment in a career that complements their talents and abilities. Students will analyze a chosen problem or opportunity in an industry that is of professional interest to them, formulate a number of potential solutions to the problem, defend the selected solution and discuss the implementation and impact of the solution. The capstone project will be a reflective, challenging, imaginative, and creative facet of the student’s academic experience.

Prerequisites: The capstone is not limited to students in the BSIS program. However, students should have completed 90 units of study toward their degree and at least 9 units of professional studies coursework.

Instructional Methods
The course objectives and purpose will be pursued, conveyed, and accomplished by use of selected course text readings, writing assignments and formal student presentations. Individual consulting sessions will be held as required for successful completion of individual projects by each learner.

Course Goals
One of the College’s educational goals is to foster the skills necessary to complete a capstone project through a research project. Conducting basic research gives the student the opportunity to experience and “individualized” apprenticeship in scholarship and to acquire the skills necessary to succeed in both professional and private endeavors. The capstone project will be a reflective, challenging, imaginative and creative facet of the student’s academic experience.

Students should consider the capstone project as an academic approach to business problem solving, and provides the basis to understanding how their education opens pathways to employment in a career that complements the student’s talents and abilities. The steps in problem solving can be divided into five distinct parts, similar to the five basic chapters of a thesis: Recognize the Problem; Form a Methodology for a possible solution of the hypothesis; Gather Data; Verify or test the hypothesis; and Form Recommendations.
This process of inquiry requires reflective study of an idea. The critical thinking required to solve the research question is fundamentally important.

**Goals for Student Learning**

- Demonstrate knowledge of and skills needed in applying the concepts, traditions, approaches, methodologies and methods of the selected business research methodology.
- Demonstrate understanding of the structure of basic research and the application of it in either qualitative and/or quantitative traditions.
- Demonstrate skills in applying the research design steps from problem posing to proposal, from approval through implementation and reporting.
- Develop a working vocabulary of research terms.
- Develop skills to research, topic specific, peer reviewed journal articles.
- Demonstrate ability to effectively and critically evaluate peer reviewed journal articles.
- Describe the general procedures utilized by research producers.
- Design and complete a basic business-based research capstone project.
- Demonstrate skills in the use of writing style and format requirements of the American Psychological Association (5th ed.). [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).
- Develop skills in presenting and discussing one’s research and results in a public environment consisting of colleagues, students and administrators.

**Required Text**


- Chapter 3 – Defining and refining the problem
- Chapter 4 – The Critical literature review
- Chapter 7 – Interviews
- Chapter 9 – Administering questionnaires

**Reference Resources**

**Journals**

- Narrowing the topic


- Differences between qualitative and quantitative research


**Other Resources**


- Citation resource

  [http://owl.english.purdue.edu/owl/resource/560/01/ for on online guide sheet](http://owl.english.purdue.edu/owl/resource/560/01/)

- Applied research as compared to basic, fundamental or pure research

  Basic Research vs. Applied Research
Additional Reading Materials
Students will use relevant texts and material from their University College bachelor’s program, other programs and business information, as well as those identified and necessitated by their independent research.

Additional text items used during the semester are selected by the instructor, and given to students as course documents. These materials are intended to supplement students’ knowledge about conducting research and utilizing basic research methods.

Daily Work/Homework Preparation
Students are expected to come to class meetings thoroughly prepared. “Thoroughly Prepared” means having reviewed material from previous meetings and having read readings sufficiently to participate actively and effectively.

Major Assignment Description
Each student is required to complete a project associated with his or her work, and/or career aspirations. The project should be valuable to an employer and allow the student to demonstrate how his or her research and writing skills apply in the work setting.
Working with the instructor, students will narrow their career interests and then focus on a related topic for analysis, identify research in that specific or related subject area, develop alternative approaches to a situation; recommend and justify a course of action, and suggest an implementation plan.

Grades are based upon the quality of research, as well as a project that is clearly written, demonstrates critical thinking and analytical skills, and contains bachelor’s level logic and coherency. It is expected that the final paper will average 15 to 20 pages in length.

In addition to the written component of the project, each student is required to present a PowerPoint, of presentation their project findings.

**Class Participation**
This course will only utilize Canvas as the platform for assignments, syllabus changes and other issues pertaining to the course. Therefore, students must have a University e-mail account in order to participate in this course.

**Controversial Course Content**
There may be times when legitimate class discussions, assignments, or media resources deal with issues, images or symbols that are viewed as controversial by some class members. This is unavoidable in a course that comprehensively deals with contemporary issues and themes. The student should be aware that some materials covered in class might be perceived as offensive to his or her individual sensibilities.

**Civility**
It is assumed that respect for the WUSTL Community and its rules, as well as respect for the rights of others are standards for all WUSTL Students. Each student is expected to act with civility. Freedom of expression is an essential part of the University life, but it does not include intimidation, belligerence, threats of violence, or the inducement of others to engage in violence or in conduct that harasses or is disrespectful of others. Conduct that threatens, harasses, or denigrates others for any reason is unacceptable and will be dealt with severely. Proper social conduct includes not only civil behavior in interacting with members of the University community both within and outside of the classroom, but also respect for University facilities and property. If each member of the class lives up to these standards, the members of the class can be confident that everyone will benefit fully from the diversity found here. Civil behavior also includes good manners.

**Disruptive Behavior**
Behavior that is disruptive to the instructor or students is contrary to quality education. Should the instructor determine that an individual student’s verbal or nonverbal behavior is hampering another student’s ability to understand or concentrate on the class material, the instructor will speak with that student in an effort to rectify the problem behavior. If the behavior continues after this discussion, the instructor will have the disruptive student leave the class. Permission to return to class may be dependent upon assurances that the student has met with a responsible individual about the problem: a counselor, the Dean, etc.

**Course Grading**
Students will be evaluated based on the quality of work, especially the written final capstone project but also on completion of a draft proposal of the capstone project, journal article summaries, and presentation the student’s research findings.
Each student may earn 500 points. Points earned on the following assignments will determine the final grade:

Four (4) sets of chapter discussion questions – five (5) points each, 20 points total
Two (2) journal articles identified – 5 points each, 10 points total
Two (2) journal article summaries drafts 5 points each, 10 points total
Two (2) journal article summaries final drafts 5 points each, 10 points total
Draft Capstone Proposal Form – 10 points
Final Capstone Proposal Form - 15 points
Introduction Section – 25 points
Methodology Section – 50 points
Literature Review Section – 50 points
Biography of Author – 10 points
Draft of the Title Page, Introduction Section, Literature Review Section, Methodology Section, References, and Biography of the Author – 25 points
Results Section – 50 points
Letterhead draft – 5 points
PowerPoint draft – 5 points
Business Card draft – 5 points
Summary, Conclusions and Recommendations Section – 45 points
Completed Summary of Overall Project heading – 5 points
Abstract – 25 points
Completed full project draft – 25 points
Final PowerPoint – 5 points
Final Letterhead – 5 points
Final business Card – 5 points
Returned edits of final Capstone Project – 50 points
Capstone Presentation – 15 points
Instructor Student Telephone Calls – 10 points each, 20 points total

A grade of “B” or higher must be earned for this course to be counted toward completion of the bachelor’s degree program.

The assignment of INCOMPLETE GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should a delayed grade be required, students should notify the instructor at the time such circumstances exist.

*Students must take responsibility to track their class performance!*

**Course Policies and Information for Students**

**INCLUSIVE LEARNING ENVIRONMENT STATEMENT**

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active
responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.

– Dr. Russell

ATTENDANCE POLICY
Because this is an online course, there is not formal class meeting, however, there will be weekly assignments during the semester, and if needed, two (2) telephone calls with the Instructor.

Last day to add/drop: January 23, 2019, without a late fee
January 28, 2019, without a “w” on record - for full refund

Last day to withdraw: April 21, 2019

WRITING ASSIGNMENTS
All written assignments must be prepared in a professional manner, and will follow the Capstone Project Writing and Reporting Guidelines, that has detailed specifics of the format and content of each section of the Capstone Project. All final projects must be typed and free of grammatical or spelling errors. Projects, which, in the judgment of the instructor, do not meet these criteria or are unprofessionally prepared, will be returned not graded for revision and resubmission.

When including citations in the text and making references to resources, use the APA format. Assignments are expected to be reflective and include analysis/synthesis of knowledge and practical applications. Appropriate citations of literature and class readings should be included. Please keep a copy (disk or hard copy) of everything and record your work in the course for future reference.

All assignments must be submitted to the satisfaction of the instructor, on time, and in the manner and form required in the syllabus in order to receive credit. Failure to complete any assignment on time may result in zero points. Please see Canvas for all writing assignments guidelines.

ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts
about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

At times, I may ask you to do group work for your presentation and your individual project. For that specific assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

**Resources for Students**

1. **DISABILITY RESOURCES:** If you have a disability that requires an accommodation, please speak with your instructor and consult the **Disability Resource Center** at Cornerstone (cornerstone.wustl.edu). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

2. **WRITING ASSISTANCE:** For additional help on your writing, consult the expert staff of the **Writing Center** (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

3. **THE UNIVERSITY’S PREFERRED NAME POLICY FOR STUDENTS,** with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

4. **ACCOMMODATIONS BASED UPON SEXUAL ASSAULT:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and
Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

5. BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: [brss.wustl.edu](http://brss.wustl.edu)

6. MENTAL HEALTH: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: [shs.wustl.edu/MentalHealth](http://shs.wustl.edu/MentalHealth)

**Disclaimer**
The instructor reserves the right to make modifications to this information throughout the semester.
Please note that complex topics require more concentrated amount of time to study. Be sure to accurately calendar the due dates. Assignments are to be posted to the course site at Midnight on designated Fridays.

<table>
<thead>
<tr>
<th>Capstone Project Topics</th>
<th>Read Text Chapters</th>
<th>Assignments &amp; Due Dates</th>
<th>Weekly Focus Sections, Resources &amp; Materials to Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>By the end of this week you should be able to:</td>
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<tr>
<td>Understand general concept of researching in a business environment.</td>
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<tr>
<td>Identify topic for the Capstone Project.</td>
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<td>Determine approach and research methodology to conduct data collection for Capstone Project.</td>
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**Topics:**
- Introduction to Research
- Capstone Project
- Narrowing Research Topic
- Capstone Proposal Form

**Read Text Chapters**
- Chapter 3 – Defining and refining the problem
- Chapter 13 – Sampling
- Chapter 3 – The Research

**Assignments & Due Dates**
- On line assignment sent via Canvas
- Draft Capstone Proposal Form 10 points
- Chapter 3 Discussion Questions, page 49, answer any three 5 points
- Due 1/17

**Weekly Focus Sections, Resources & Materials to Review**
- Article – Zivkovic, *Strengths and Weakness of Business Research Methodologies, Two Disparate Case*
- YouTube Video – Applied research as compared to basic, fundamental or pure research [https://youtu.be/E_HOvij2wkg](https://youtu.be/E_HOvij2wkg)
- Capstone Abstracts
- Capstone Proposal Form
- Template - Capstone Project Two Articles
- Chapter 3 - Three important first steps in the research process, Figure 3.1, pg 36
- Chapter 3 - Criteria for evaluating secondary data, Box 3.3, pg 38
- Chapter 3 – The Research
Week 2

By the end of this week you will reinforce your knowledge and ability to:

Understand general concept of researching in a business environment.

Finalize and articulate title of Capstone Project.

Finalize topic for Capstone Project.
Finalize approach data collection for Capstone Project.

Finalize identification of industry experts that will be contacted.

Finalize questions that will be asked in data collection.

Finalize Introduction Section of Capstone Project Template.

Finalize Methodology Section of Capstone Project Template.

Identify a Capstone relevant peer reviewed journal article.

<table>
<thead>
<tr>
<th>Continuing Topics:</th>
<th>Chapter 7 – Interviews</th>
<th>On line assignment sent via Canvas</th>
<th>Chapter 7 - Research design and how data collection methods fit in, Figure 7.1, pg 112</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 9 – Administering Questionnaires</td>
<td>Final Capstone Proposal Form 15 points</td>
<td>Chapter 7 - Structured interviews, Probing tactic, Box 7.2, pg 115</td>
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<td></td>
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<td>Introduction Section, add to Project Template, follow exactly to include Template headings 25 points</td>
<td>Chapter 7 - Advantages and disadvantage of interviews, Table 7.1, pg 123</td>
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<td></td>
<td></td>
<td>Methodology Section, add to Project Template, follow exactly to include Template headings 50 points</td>
<td>Chapter 9 – Advantages Disadvantage Questionnaires, Table 9.1, pg 144</td>
</tr>
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<td></td>
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<td>First peer reviewed journal article identified 5 points</td>
<td>Chapter 9 – Principles of wording, pgs 146-150</td>
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<td></td>
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<td>Chapter 7 Discussion Questions, page 124, answer three 5 points</td>
<td>YouTube Video – How to conduct a research interview <a href="https://youtu.be/Y-AHrIi3MM8">https://youtu.be/Y-AHrIi3MM8</a></td>
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<td>Chapter 9 Discussion Questions, page 161, answer three 5 points</td>
<td>Data collection - survey Data Collection Questionnaire tips <a href="https://youtu.be/FkX-t0Pgzzs">https://youtu.be/FkX-t0Pgzzs</a></td>
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<td>Library Resources - How to Find Peer Reviewed Article</td>
<td>Appendix - Some online</td>
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<td>Due 1/24</td>
<td>resources useful for business research</td>
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<tr>
<td>PowerPoints: Introduction Section Methodology Section</td>
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<td><em>Capstone Project Writing and Reporting Guidelines</em>, and in particular review and focus on the Project Content and Page Length section for additional project information</td>
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<tr>
<td>See Capstone Project Example for example of sections content and format</td>
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### Week 3

By the end of this week you will have a full understanding and demonstrate the ability to:

- Understand general concept of researching in a business environment.
- Identify a Capstone relevant peer reviewed journal article.

**Continuing Topic:**

**Journal Article Summary**

- On line assignment sent via Canvas
- First Journal Article Summary 1, follow guidelines exactly, including headings 5 points
- **Due 1/31**

**Writing Center Tools – Library Resources**

- Journal Article Summary Writing Guidelines
- Journal Article Summary example
- PowerPoint: Journal Article Summary

### Week 4

By the end of this week you should be able to:

- Articulate and finalize a peer reviewed journal article summary using APA referencing.
Identify a Capstone relevant peer reviewed journal article.

<table>
<thead>
<tr>
<th>Continuing Topic: Journal Article Summary</th>
<th>On line assignment sent via Canvas</th>
<th>Writing Center Tools – Library Resources</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Return edited Journal Article Summary 1</td>
<td>Journal Article Summary Writing Guidelines</td>
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<tr>
<td></td>
<td>Second peer reviewed journal article identified</td>
<td>Journal Article Summary example</td>
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<td></td>
<td>5 points</td>
<td>Library Resources - How to Find Peer Reviewed Article</td>
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<td></td>
<td>5 points</td>
<td>Appendix - Some online resources useful for business research</td>
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<td><strong>Due 2/7</strong></td>
<td>PowerPoint: Journal Article Summary</td>
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</tbody>
</table>

**Week 5**

By the end of this week you should be able to:

Identify a Capstone relevant peer reviewed journal article.

<table>
<thead>
<tr>
<th>Continuing Topic: Journal Article Summary</th>
<th>On line assignment sent via Canvas</th>
<th>Writing Center Tools – Library Resources</th>
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<tbody>
<tr>
<td></td>
<td>Journal Article Summary 2, follow guidelines exactly, including headings</td>
<td>Journal Article Summary Writing Guidelines</td>
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<td></td>
<td>5 points</td>
<td>Journal Article Summary example</td>
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<td>Mandatory Instructor Telephone Call</td>
<td>PowerPoint: Journal Article Summary</td>
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<td></td>
<td>10 points</td>
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<td><strong>Due 2/14</strong></td>
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</table>

**Week 6**

By the end of this week you should be able to finalize:
Articulate and finalize a peer reviewed journal article summary using APA referencing.

Understand function of a Literature Review.

| Continuing Topic: | Chapter 4 – The critical literature review | On line assignments sent via Canvas | Article – Hammer, *Ethical Considerations Data Collection Using Surveys*
|---|---|---|---
| Journal Article Summary | Return edited Journal Article Summary 2, follow guidelines exactly, including headings | Chapter 4 Discussion Questions, page 61, answer three | Chapter 4 - The functions of the critical literature review, Figure 4.1, pg 52
| | 5 points | | Chapter 4 – How to approach the literature review, pgs 54-56
| | Chapter 4 Discussion Questions, page 61, answer three | | Chapter 4 – Documenting the literature review, pgs 57-58
| | 5 points | | Chapter 4 Ethical issues, pg 59
| | **Due 2/21** | | Chapter 4 – Box 4.3., Common forms of plagiarism, pgs 59-60

**Week 7**

By the end of this week you should be able to finalize:

Finalize Literature Review Section of Capstone Project.

Finalize Biography of the Author Section of Capstone Project.

Finalize first draft of Capstone Project.

| Continuing Topics: | On line assignment sent via Canvas | PowerPoint: Literature Review Section Biography of the Author
|---|---|---
| Literature Review Section | Literature Review Section, add to Project Template, follow exactly to include Template headings, in full draft | *Capstone Project Writing and Reporting Guidelines*, and in particular review and focus on the Project Content and Page Length section for additional
| Biography of Author Section | 50 points | **Due 2/21** |
| Biography of the Author, add to Project Template, follow exactly to include Template heading, full draft |
| Draft Project, includes Title Page, Introduction Section, Literature Review Section, Methodology Section, Results Section is blank, Summary, Conclusions, Recommendations Section is blank, References Section, and Biography of Author, all in one Word Document, following the Template exactly and incorporating all edits in full draft |

**Due 2/28**

**Week 8**

By the end of this week you should be able to:

Finalize Results Section of Capstone Project

Draft professional letterhead.

Draft professional business card.

<table>
<thead>
<tr>
<th>Continuing Topics:</th>
<th>Chapter 16 – Qualitative data analysis</th>
<th>On line assignment sent via Canvas</th>
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<tbody>
<tr>
<td>Results Section</td>
<td>Chapter 17 – The research report</td>
<td>Results Section, add to Project Template, follow exactly to include Template headings</td>
</tr>
<tr>
<td>Professional letterhead</td>
<td>Chapter 16 – Qualitative Research Focus Qualitative Data Analysis</td>
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</table>

<p>| Article – Mayer, Qualitative Research Focus Qualitative Data Analysis |
| Chapter 16 – Capturing the number of times a particular theme or word |</p>
<table>
<thead>
<tr>
<th>Professional business card</th>
<th>Letterhead draft 5 points</th>
<th>occurred, pg 337</th>
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<tbody>
<tr>
<td></td>
<td>Business card draft 5 points</td>
<td>Chapter 17 – Pictorial representation of data, Figure 17.1, pg 362</td>
</tr>
<tr>
<td></td>
<td><strong>Due 3/6</strong></td>
<td>Surveys: ways of presenting data <a href="https://youtu.be/_yeh8ndRlAI">https://youtu.be/_yeh8ndRlAI</a></td>
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<td>PowerPoint: Results Section</td>
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<td><em>Capstone Project Writing and Reporting Guidelines</em>, and in particular review and focus on the Project Content and Page Length section for additional project information</td>
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<td>See Completed Capstone Project Example for example of section content and format</td>
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<td>Letterhead Example</td>
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<td>Business Card Example</td>
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<td>PowerPoint Examples</td>
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**Week of 3/13 Spring Break**
**Enjoy time with Family and friends!**

**Week 9**

By the end of this week you should be able to:

Articulate and draft the Summary, Conclusions and Recommendation Section.
Articulate and draft the Summary of Overall Project in the Capstone Project Introduction Section.

Articulate and draft the Abstract for the Capstone Project.

Finalize full draft of Capstone Project

<table>
<thead>
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<tbody>
<tr>
<td>Summary, Conclusions, Recommendations Section</td>
<td>Chapter 17 – The research report</td>
<td>Summary, Conclusions, Recommendations Section, add to Project Template, follow exactly to include Template headings</td>
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<tr>
<td>Introduction Section, Summary of Overall Project heading</td>
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<td>45 points</td>
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<tr>
<td>Abstract</td>
<td>Complete, in the Introduction Section, Summary of Overall Project heading, add to Project Template, follow exactly to include Template headings</td>
<td>5 points</td>
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<td>Final Abstract, due, six sentences, add to Project Template, follow exactly the format</td>
<td>25 points</td>
</tr>
<tr>
<td></td>
<td>Submit complete draft Capstone Project Template, Title Page through Biography of Author, follow exactly to include Template headings</td>
<td>25 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due 3/20</strong></td>
</tr>
</tbody>
</table>

**Chapter 16 – Drawing conclusions, pg 347**

**Chapter 17 – Examples of sample reports to determine recommendation language, pgs 368-376**


PowerPoints: Summary, Conclusions, Recommendations Section Abstract

*Capstone Project Writing and Reporting Guidelines*, and in particular review and focus on the Project Content and Page Length section for additional project information

See Completed Capstone Project Example for example of sections content and format

---

Week 10

By the end of this week you should be able to:
<table>
<thead>
<tr>
<th>Continuing Topics:</th>
<th>Return edits to final draft of entire Capstone Project 25 points</th>
<th>Capstone Project Writing and Reporting Guidelines, and in particular review and focus on the Project Content and Page Length section for additional project information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final draft Capstone Project</td>
<td><strong>Due 3/27</strong></td>
<td>See Completed Capstone Project Example for example of section content and format</td>
</tr>
</tbody>
</table>

**Week 11**

By the end of this week you should be able to:

- Understand and prepare a final PowerPoint presentation.
- Understand and prepare a final professional letterhead.
- Understand and prepare a final professional business card.

<table>
<thead>
<tr>
<th>Continuing Topics:</th>
<th>On line assignment sent via Canvas</th>
<th>PowerPoint Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Letterhead</td>
<td>Final draft Letterhead 5 points</td>
<td>Letterhead Example</td>
</tr>
<tr>
<td>Professional Business Card</td>
<td>Final draft Business Card 5 points</td>
<td>Business Card Example</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>Final Draft PowerPoint presentation 5 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor – Student telephone calls if needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Due 4/3</strong></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>By the end of this week you should be able to:</td>
<td>Articulate progress and draft completed Capstone Project.</td>
<td></td>
</tr>
<tr>
<td>Continuing Topic:</td>
<td>Final draft your Capstone Project.</td>
<td>On line assignment sent via Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Return edits for final Capstone Project draft 25 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mandatory Instructor Student Telephone Call 10 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due 4/10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this week you should be able to:</td>
<td>Finalize professional letterhead.</td>
<td>Finalize professional business card.</td>
<td>Finalize PowerPoint presentation.</td>
</tr>
<tr>
<td>Continuing Topics:</td>
<td>PowerPoint Presentation</td>
<td>On line assignment sent via Canvas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice PowerPoint presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due 4/17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this week you should be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Present findings of your Capstone Project in public setting

<table>
<thead>
<tr>
<th>Continuing Topic:</th>
<th>Capstone Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Capstone Project</td>
<td>15 points</td>
</tr>
</tbody>
</table>

Due April 24