



Georgetown University
School of Continuing Studies
Master of Professional Studies in Human Resources Management
Course Syllabus
Spring 2014

Course: MPS HR Capstone (MPHR-809-01)

Class Time: Thursdays – 5:20 p.m. – 7:50 p.m.

Location: C125

Instructors: Professor Wanda Cumberlander
Teaching Assistants: Tamara Filipovic, Gia Stancell, Emily Winick

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Course Description:

This course is intended to teach students how to conduct and carry out research in order to develop the final requirement of their degree – the Capstone (Thesis) paper. There are five (5) major components of this course: **(1) becoming a researcher, (2) identifying a researchable topic, (3) developing a Literature Review, (4) developing a Research Proposal and, (5) applying the research to a problem that you will address and/or solve in your paper (The Capstone)**. This means that you will learn to conduct research based on a problem that you have identified, and you will write a paper demonstrating the ability to conduct research and develop a paper using the research methods you have learned. The final outcome will be your Capstone paper to complete your Master of Professional Studies in Human Resources Management.

While this is not a research methods course, the research – and the resultant Literature Review – is a critical element to successfully complete the Capstone course. Another key component of the course is qualitative methods (data collection, analysis and synthesis), which will be a critical part of your Literature Review. Students will learn the basics of qualitative methods in order to support development of a methodology for their papers.

Required Texts

1. Booth, W.C., Colomb, G.G., and Williams, J.M. (2008). *The craft of research*. Chicago: (3rd ed.). The University of Chicago Press.
ISBN: 978-0-226-06565-6
2. Hart, C. (1998). *Doing a literature review: Releasing the social science imagination*. London: Sage Publications. The blue cover.
ISBN: 978-0-7610-5974-01
3. *Publication Manual of the American Psychological Association*. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: Author.
ISBN-13-978-1-4338-0562-2

Recommended Text:

1. Booth, W.C., Colomb, G.G., Turabin, K., & Williams, J.M. (2007). *A Manual for writers of research papers, theses, and dissertations* (7th ed.). Chicago: The University of Chicago Press.
ISBN-13: 978-0-226-82337-9

Course Objectives:

Professors will:

1. Provide an in-depth overview of how to become a researcher by teaching research methods and procedures.
2. Exemplify the significance of identifying a researchable topic by applying research principles and asking pertinent questions about the topic.
3. Guide students in developing a Thesis Statement that will effectively answer questions posed and lead to crafting a paper where the Thesis is evident throughout.
4. Illustrate how the Literature Review is a significant part of the research project; identify its core components, outcomes and the proper manner in which to analyze and critique scholarly materials.
5. Instruct students in the basic methodology of qualitative analysis for the social sciences to ensure adequate collection, synthesis and analysis of data for their projects.
6. Provide instruction and guidance in development of the social sciences Research Proposal.
7. Guide students in the development of a research paper that meets the requirements of the Georgetown University HRM Master's program.

Learning Outcomes:

Students will be able to:

1. Demonstrate comprehensive knowledge of research and take action as a researcher resulting in the ability to identify a topic to meet the requirements of social sciences research methodology.
2. Determine a researchable topic that will lead to formulating problems and rendering practical solutions.
3. Demonstrate the ability to develop a Thesis Statement that clearly defines the purpose of the project, and, one that is weaved throughout the paper.
4. Write a Literature Review that captures all of the relevant and significant scholarly materials and shows command of the subject area by crafting a paper that encompasses competent research, reading, interpreting and analyzing arguments, synthesizing ideas, making connections across disciplines and writing and presenting ideas in a clear and concise manner (C. Hart, 1998).
5. Develop a Research Proposal that includes all of the components required to support development of the Capstone paper – Working Title, Introduction (Thesis), Abstract, Scope, Aims, Objectives, Justification, Literature Review, Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and Bibliography.
6. Construct a qualitative social sciences study that incorporates the appropriate methodology, data collection, and data analysis processes capturing the pertinent information to support the student's methodological approaches.
7. Write a final paper that meets the research and writing requirements of a research paper and adequately make the linkages between theory, method, research design, practical skills, the knowledge base of the subject and methodological foundations (C. Hart, 1998).

The five major parts of the course:

- I. **Becoming a Researcher** – Many experts agree that learning to become a researcher is *learning how to learn*. Before you can write a graduate-level thesis, you must learn what research is and learn how to conduct research. The research is the foundation to your paper; you cannot develop an adequate paper without it. Your first task, therefore, is to become a researcher. You already are expected to know how to write at the graduate level. Now you will utilize those writing skills to transform your research into a Thesis – or the Capstone. We ask that you not try to think about writing a 20,000 word Capstone at the outset of the course. While you will be required to do some writing prior to beginning the Capstone paper, this writing will mainly include note taking and short papers to help you encapsulate your research findings and organize them sufficiently.

You will learn how to properly conduct research based on a human resources problem you have decided to address. **This problem will be based on your core track of study in the Georgetown SCS HRM Master’s program. For instance, you will select a topic that draws upon key areas of Strategic Human Capital Management, Diversity & Inclusion Management, or International Human Resources Management.**

You will learn the following:

- i. What research is
- ii. How to become a researcher
- iii. How to properly conduct research
- iv. How to use methodologies and theories to apply to your research problem or question
- v. How to find and research a topic
- vi. How to ask questions about the topic
- vii. How to transform your questions into a research problem
- viii. How to find sources utilizing Georgetown’s rich research database
- ix. How to engage sources in ways that encourage you to utilize your research skills and make logical decisions

Deliverable: A short paper on the significance of becoming a researcher

- II. **Identifying a researchable topic** – Identify a topic in your track of study and find a problem to solve. The topic should be narrow enough to identify specific resources to support your research. The topic should not be too broad as to create an overwhelming amount of data causing difficulty in identifying and focusing on the problem.

Deliverable: Presentation of a researchable topic for approval

III. Developing a Literature Review – This includes the selection and review of scholarly articles, books, abstracts and other sources that are relevant to your topic and area of research. The Literature will contain information, ideas, data and evidence written from a particular perspective to fulfill certain aims, or express certain views on your topic and how it will be investigated (Hart, 1999). The result will be an outline, description, and critical analysis of each work. Your Literature will comprise a substantive overview of the literature on the topic.

Deliverable: The Literature Review

IV. The Research Proposal – You will develop a Research Proposal incorporating overview of key components of your paper. Key components of the Research Proposal will include the Working Title, the Introduction, the Abstract, Scope, Aims, Objectives, Justification, Literature Review, Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and a Bibliography. The Research Proposal is your roadmap to developing a strong Capstone paper.

Deliverable: The Research Proposal

V. Applying Research to an HR Problem – You will use your Research Proposal as a guide for developing and writing your final paper. If done properly, the Research Proposal will guide you in writing your Capstone paper and keep you focused on the topic and methodological approaches as required.

Deliverable: The Capstone Paper

Class Schedule, Readings and Assignments*

Learning Outcomes, Teaching and Assessment Methods

Student Learning Outcomes	Teaching Methods	Assessment Methods
	<ul style="list-style-type: none"> ✓ Interactive Lectures ✓ Sample Writing ✓ Coaching & Guidance ✓ Group Exercises ✓ Audio-Visuals - Videos ✓ Problem-based Learning 	<ul style="list-style-type: none"> ✓ Written Reports ✓ The Research Proposal ✓ The Literature Review ✓ Qualitative Research Methods ✓ Group Work ✓ Student Presentations ✓ The Capstone Paper
1. Demonstrate comprehensive knowledge of research and take action as a researcher resulting in the ability to identify a topic to meet the requirements of social sciences research methodology.	<ul style="list-style-type: none"> ✓ Interactive Lectures ✓ Visuals ✓ Group Exercises ✓ Audio-Visuals - Videos 	<ul style="list-style-type: none"> ✓ Written Research Report ✓ Student Presentations ✓ Group Work
2. Determine a researchable topic that will lead to formulating problems rendering practical solutions.	<ul style="list-style-type: none"> ✓ Interactive Lecture ✓ Group Exercises ✓ Problem-based learning 	<ul style="list-style-type: none"> ✓ Group Work ✓ Student Presentations
3. Demonstrate the ability to develop a thesis statement that clearly defines the purpose of the project, and, one that is weaved throughout the paper.	<ul style="list-style-type: none"> ✓ Problem-based Learning ✓ Group Exercise ✓ Graphs & Charts ✓ Study Aids 	<ul style="list-style-type: none"> ✓ Group Work ✓ Student Presentations
4. Write a Literature Review that captures all of the relevant and significant scholarly materials and shows command of the subject and encompasses competent research, reading, interpreting and analyzing arguments, synthesizing ideas, making connections across disciplines and writing and presenting ideas in a clear and concise manner (C. Hart, 1998).	<ul style="list-style-type: none"> ✓ Literature Review Methodology ✓ Graphs & Charts ✓ Study Aids ✓ Group Exercises ✓ Audio-Visuals - Videos 	<ul style="list-style-type: none"> ✓ The Literature Review ✓ Group Work ✓ Student Presentations
5. Develop a Research Proposal that includes all of the components required to support development of the Capstone paper – includes Working Title, Introduction (Thesis), Abstract, Scope, Aims, Objectives, Justification, Literature Review, Qualitative Analysis (Methodology), Study Limitations, Provisional Work Schedule, References cited and Bibliography.	<ul style="list-style-type: none"> ✓ Interactive Lecture ✓ The Research Proposal Model ✓ Group Work ✓ Problem-based learning 	<ul style="list-style-type: none"> ✓ The Research Proposal ✓ Student Presentations
6. Methodology - construct a qualitative social sciences study that incorporates the appropriate methodology, data collection, and data analysis processes capturing the pertinent information to support the student's methodological approaches.	<ul style="list-style-type: none"> ✓ Qualitative Research Methodology ✓ Interactive Lecture ✓ Problem-based learning ✓ Group Exercises 	<ul style="list-style-type: none"> ✓ Qualitative Research Methods ✓ Student Presentations
7. Write a final paper that meets the research and writing requirements of the "interrelationship between theory, method and research design, practical skills and particular methods, the knowledge base of the subject and methodological foundations" (C. Hart, 1998).	<ul style="list-style-type: none"> ✓ The Capstone components and requirements 	<ul style="list-style-type: none"> ✓ Meeting requirements of the Capstone Paper

Date	Class Week/Area of Focus	Readings/Activities	Assignments Due
January 9	<p>Week 1 – Introductions, review of Syllabus, class process, learning outcomes, learning methods and assessment methods.</p> <ul style="list-style-type: none"> The research process Becoming a Researcher; learning the fundamentals of research Preparing to join the research community <p>NOTE: <i>Online History Workbook – Trent University</i> - will be used throughout the course. There are certain sections that will be useful to each phase of the Capstone. Your Capstone Advisors will guide you through this workbook.</p> <p>APA You are responsible for learning APA. It will not be taught in class. Read the APA Manual as needed.</p>	<p>Read:</p> <p>Online History Workbook – Covers the entire Research Process: Read: Effective Reading & Note-taking:</p> <ul style="list-style-type: none"> http://www.trentu.ca/history/workbook/assignedreadings.php Booth, Colomb & Williams, <i>Preface, Our Debts</i>, Part I – Chapters 1-3, pgs. 1-50 Hart, <i>Preface</i> Steps in the Research Process: http://olinuris.library.cornell.edu/ref/research/evaluate.html http://guides.library.cornell.edu/evensteps The research question: http://www.uncp.edu/home/acurtis/Courses/ResourcesForCourses/HowToResearch/ResearchQuestion.html 	<ul style="list-style-type: none"> Be prepared to discuss required reading in class. Begin formulating your topic; be prepared to discuss in class. Begin reading about developing the Research Question and the Literature Review. Short paper assigned; topic to be announced in class.
January 16	<p>Week 2 – Preparing for the Literature Search and the Literature Review</p> <ul style="list-style-type: none"> The Research Question 	<p>Read:</p> <ul style="list-style-type: none"> Booth, Colomb & Williams, Chapters 4-6, pgs. 51-101 <p>The Research Question:</p> <ul style="list-style-type: none"> http://www8.esc.edu/esconline/across_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7 http://changingminds.org/explanations/research/initiation/research_question.htm 	<ul style="list-style-type: none"> Short paper due by 5pm on January 16 (via email). Identify a general topic for your paper. Prepare research-related questions for the Librarian; use of the GU resource databases, etc. Begin the Literature search and the Literature Review. Begin crafting the Thesis Statement.
January 23	<p>Week 3 – Focusing on the Research Question & Answer</p> <ul style="list-style-type: none"> Library Tutorial & Introduction to identifying viable sources to shape your topic (GU Librarian). Review of the Research Question & Response Process for developing the Literature Review* Introduction to the Research Proposal 	<p>Read:</p> <p>Developing a Thesis Statement:</p> <ul style="list-style-type: none"> http://writing.wisc.edu/Handbook/Thesis_or_Purpose.html http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtm http://www.trentu.ca/history/workbook/assignedreadings.php <p>Description of Literature Review:</p> <ul style="list-style-type: none"> http://libguides.usc.edu/content.php?pid=83009&sid=615851 	<ul style="list-style-type: none"> Graded short paper returned to students. Work on researchable (focused) topic; discuss and get guidance from Capstone Advisors (CA's). Work on Research Question and Thesis Statement Begin developing the Literature Review. Research Proposal – begin developing and populating the Proposal.

	<ul style="list-style-type: none"> Developing the Thesis Statement <p>*The Literature Review is a component of the Research Proposal.</p>	<ul style="list-style-type: none"> http://writing.wisc.edu/Handbook/ReviewofLiterature.html#what http://writingcenter.unc.edu/handouts/literature-reviews/ Hart, Chapters 1-3, pgs. 1-78 <p>Sample Literature Reviews:</p> <ul style="list-style-type: none"> http://gsteinbe.intrasun.tcnj.edu/tcnj/rhetoric2/litreviews.htm 	
January 30	<p>Week 4 – Developing the Literature Review & Research Proposal</p> <ul style="list-style-type: none"> Review of reading esp. Hart – Q&A ‘s based on work to date Components and guidelines for developing the Research Proposal 	<p>Read: Research Papers:</p> <ul style="list-style-type: none"> http://weber.ucsd.edu/~jmoore/courses/researchpapers.html http://weber.ucsd.edu/~jmoore/courses/researchpapers.html The Research Proposal Outline (Hart, Appendix I, pg. 207) 	<ul style="list-style-type: none"> Finalize researchable topic with CA’s permission to continue with research by 1/30. Finalize Thesis Statement. (email or in person) by 1/30. Work on Literature Reviews and the Research Proposals.
February 6	<p>Week 5 – Former Student Panel Discussion Developing the Capstone Arguments</p> <ul style="list-style-type: none"> Developing Arguments Assembling Reasons and Evidence 	<p>Read:</p> <ul style="list-style-type: none"> Booth, Colomb & Williams, Chapters 7-10, pgs.108-150 Chapters Chapter 11, pgs.152-170 Hart, Preface, Chapters 4-5, pgs. 79-141 	<ul style="list-style-type: none"> Consider Qualitative Study and data collection requirements based on your topic. Get guidance from CA’s if collecting primary data. Work on Literature Reviews and Research Proposals.
February 13	<p>Week 6 – Methodology – Social Sciences Qualitative Analysis</p> <ul style="list-style-type: none"> Qualitative Analysis Data Collection methods and processes <p>Developing the Capstone Arguments</p> <ul style="list-style-type: none"> Developing Arguments Assembling Reasons and Evidence – cont’d 	<p>Read: Read: Go to section on Planning the Methodology – the Qualitative Pathway:</p> <p>Crafting a Research Proposal: III. The Methodology (Qualitative Path) (Word Doc):</p> <ul style="list-style-type: none"> http://www.bcps.org/offices/lis/researchcourse/develop_writing_method_qualitative.html Qualitative Research Guide (Word Doc): http://www.bcps.org/offices/lis/researchcourse/images/overview1.pdf 	<ul style="list-style-type: none"> Literature Reviews and Research Proposals are due by 5 pm February 13. The Literature Review portion of the Research Proposal will be graded. Finalize Qualitative Analysis (Methodology) – interviews, surveys, focus groups, observations, questionnaire, etc. (if using primary data) with CA’s by February 17th – via phone and/or email or in person.
February 20	<p>Week 7 - Individual class presentations</p> <ul style="list-style-type: none"> Students will present their Research Proposals. 	<p>Read:</p> <p>How to write an Abstract:</p> <ul style="list-style-type: none"> http://www.ece.cmu.edu/~koopman/essays/abstract.html http://writingcenter.unc.edu/handouts/abstracts/ 	<ul style="list-style-type: none"> Graded Literature Reviews & Research Proposals returned by February 20 – accepted or rejected; if rejected make corrections and return to CA’s by February 27, 2014 at 5 pm (via email). Only the first submission of your Literature Review will be

			<p>graded. This will be your recorded grade. You will receive feedback on your second submission.</p> <ul style="list-style-type: none"> • Begin working on Capstone Chapter 1 outline.
February 27	<p>Week 8 - Planning, Drafting and Sections of the Capstone</p> <ul style="list-style-type: none"> • Outlining & Storyboarding, recordkeeping • Planning, drafting & revising • Introductions, Conclusions, Abstracts • Writing chapter outlines 	<p>Read:</p> <ul style="list-style-type: none"> • Hart, Chapters 6-7, pgs. 142-205 • Managing Information & Keeping Records, Hart, p. 215 • Booth, Colomb & Williams, Part IV, pgs. 173-248- Planning, Drafting, and Revising & pg. 211 (Abstracts), Introductions & Conclusions, pg. 232 • Applicable sections of <i>Publication Manual of the American Psychological Association</i> – for the remainder of the course – as related to the requirements of writing the paper. 	<ul style="list-style-type: none"> • Work on Chapter 1 outline of Capstone. • Revised rejected Research Proposals due.
March 6 NO CLASS	<p>Week 9 – NO CLASS</p> <ul style="list-style-type: none"> • Work on Chapter 1 Outline 	<p>Read</p> <ul style="list-style-type: none"> • APA Manual • Work on Chapter 2 outline. • Consult APA Manual 	<ul style="list-style-type: none"> • Revised rejected Research Proposals will be returned by CA's by March 10, 2014.
March 13 NO CLASS	<p>Week 10 – NO CLASS</p> <p>Work on Chapter 2 Outline</p>	<p>Assignment:</p> <ul style="list-style-type: none"> • Professors will provide support and take Q&A's. • Students will take Q&A's from each other. 	<ul style="list-style-type: none"> • Chapter 1 outline of Capstone due to CA's by March 13 at 5 pm (via email). • Work on Chapter 2 outline.
March 20 NO CLASS	<p>Week 11 – NO CLASS</p> <ul style="list-style-type: none"> • Chapter 2 outline due 	<p>Assignment Due:</p> <ul style="list-style-type: none"> • Chapter 2 outline due. • Work on Chapter 3 outline. • APA Manual 	<ul style="list-style-type: none"> • Feedback from Professors on Chapter 1 outlines. • Chapter 2 outline due to Professors on March 20th by 5 pm (via email).
March 27 NO CLASS	<p>Week 12 – NO CLASS</p> <ul style="list-style-type: none"> • Chapter 3 outline due 	<p>Assignment Due:</p> <ul style="list-style-type: none"> • Chapter 3 outline due. • APA Manual 	<ul style="list-style-type: none"> • Feedback from Professors on Chapter 2 outline (via email).
April 3 NO CLASS	<p>Week 13 – NO CLASS</p> <ul style="list-style-type: none"> • Work on the Capstone Paper 	<ul style="list-style-type: none"> • Continue writing the Capstone • Read: Booth, Colomb & Williams, Part IV, - Planning, Drafting, and Revising, pgs. 249- 268 • APA Manual 	<ul style="list-style-type: none"> • Chapter 3 outline due to Professors on April 3rd by 5 pm (via email).

April 10 NO CLASS	Week 14 – NO CLASS <ul style="list-style-type: none"> Work on the Capstone Paper 	<ul style="list-style-type: none"> Continue writing the Capstone Re-read: Booth, Colomb & Williams, Part IV, - Planning, Drafting, and Revising, pgs. 249- 268 as necessary. APA Manual 	<ul style="list-style-type: none"> Feedback from Professors on Chapter 3 outline (via email). Additional support from Professors and feedback on writing, formatting, etc.
April 17	Week 15 <ul style="list-style-type: none"> Review Proofreading Binding Questions 	<ul style="list-style-type: none"> Continue writing the Capstone Re-read: Booth, Colomb & Williams, Part IV, - Planning, Drafting, and Revising, pgs. 249- 268 as necessary. APA Manual 	<ul style="list-style-type: none"> Additional support from Professors and feedback on writing, formatting, etc.
April 24	Week 16 Capstone Paper Due	<p>Capstone Papers Due</p> <ul style="list-style-type: none"> Capstone Papers due no later than 5pm at 640 Massachusetts Avenue, Washington, DC C1 Level 	<ul style="list-style-type: none"> Capstone Paper Due on April 24, 2014 by 5 pm – Both electronic and hardcopies are due at this time. No late paper submissions will be accepted.

*Additional assignments, reading requirements, papers and quizzes may be assigned at the discretion of the Professors. Late submissions (of any type) will not be accepted. You will receive a failing grade for any late submissions. The Professors will not review late papers.

The Professors reserve the right to make modifications to the Syllabus as deemed necessary. If that happens, students will be given advance notice.

Key Capstone Approvals

Approval of the Capstone Topic and the Thesis Statement

The procedure is:

- Professor Cumberlander and Capstone Advisors approve student topics and Thesis Statements. Usually, this is done by phone and/or email.

Approval of the Literature Review

The procedure is:

- Professor Cumberlander and Capstone Advisors (CA's) read and grade proposals.
- Student answers questions posed by Professors (this will be done electronically).

Approval of the Capstone Research Proposal

The procedure is:

- Professor Cumberlander and Capstone Advisors read proposal
- Student answers questions posed by Professors (this will be done electronically)
- Failure to submit the Research Proposal will result in an automatic grade of "F" for the Capstone course.

The Final Paper

The final paper is a maximum of 20,000 words. Papers falling substantially below this maximum will not be acceptable. Substantially below is defined as less than 16,000 words. Papers 5% over 20,000 words will receive a grade point deduction of 5% for every 1,000 words over. Similarly, papers 5% below 16,000 words will receive a grade point deduction of 5% for every 1,000 words below.

Approval of the Final Paper (The Capstone)

Professors Cumberlander and Capstone Advisors will review and grade student Capstone papers.

In order to pass this course, a student must earn a grade of B or higher. There are no exceptions to this. A student earning anything lower than a solid B will fail the course. The student may, at the discretion of Dr. Metzler, have the opportunity to take the class one additional time (at the currently published tuition rate). Please note that a passing grade in the Capstone is a requirement of the degree and any student who fails to meet this requirement is unlikely to earn the MPS despite their grade point average.

Grading Determination

Your final grade will be based on a combination of weekly assignments, written reports, quizzes, class participation, and your final paper (Capstone). Collaboration will be valued in classroom activities, along with evidence of having completed reading assignments in preparation for class activities and assignments.

Grading Distribution	
Short Papers/Quizzes	2%
Student Presentations	2%
Literature Review	10%
Final Paper (Capstone)	86%
Total	100%

Listed below are grades and academic standards for each grade awarded. If you request a second review of your grade, the process will be conducted as if it were the first time the paper/exam is being graded. The result could be the same grade, a higher grade or a lower grade.

A = 95-100%

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. It is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below

Fails to meet minimum acceptable standards.

Policies and Procedures

Attendance: Students are expected at all meetings of the course. The SCS attendance policy is strictly adhered to. We do understand that from time to time, family, personal and or work emergencies may arise. In those circumstances, please contact your professor immediately. A student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course. Late arrivals of more than ten minutes after the start of class will count as one absence. Two late arrivals will count as two missed classes, and, will result in withdrawal from the class by Dean Metzler and a final grade of "F" in the course.

Use of Skype in the classroom is not permissible. Electronic devices (laptops, cell phones, iPads, etc.) in the classroom are to be used on a limited basis. At times, laptops will be required as part of classroom activities. Professors will notify students of this requirement in advance.

Late Papers: Except in rare circumstances, late papers are not accepted. In case of an emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach us no later than a week before the paper is due.

Incompletes

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and, then, the grade shall be changed accordingly. In no case shall work submitted after the announced date (date will be announced in class) be granted an incomplete. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

Citation System

Students must use APA style in all papers submitted in the course.

SafeAssign.com

Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to SafeAssign on Blackboard for detection of plagiarism. All submitted papers will be added as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the SafeAssign service is subject to the terms of use agreement posted on the Blackboard site.

Students with Disabilities Policy

- Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.
- Students with disabilities should contact the Academic Resource Center (ARC) (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System

All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at:
<http://gervaseprograms.georgetown.edu/honor/system/>

It is your responsibility to read and understand the university’s honor code (see website above). If you have any questions, please contact the professor or the appropriate university official.