Meeting Times

Wednesday, 5:30 PM to 8:30 PM, Little Rock Metro Campus

Zoom Information

Dieterick Govan is inviting you to a scheduled Zoom meeting.

Topic: Cross-listed Course: BUSN 6200 25 / BUSN 6200 36 / BUSN 6200 LR / BUSN 6200 LT / BUSN 6200 RA S2 2021
Time: Mar 15, 2021 05:30 PM Central Time (US and Canada)
Every week on Mon, until May 10, 2021, 9 occurrence(s)
Mar 15, 2021 05:30 PM
Mar 22, 2021 05:30 PM
Mar 29, 2021 05:30 PM
Apr 5, 2021 05:30 PM
Apr 12, 2021 05:30 PM
Apr 19, 2021 05:30 PM
Apr 26, 2021 05:30 PM
May 3, 2021 05:30 PM
May 10, 2021 05:30 PM

Join Zoom Meeting
https://webster-edu.zoom.us/j/91373169636
Meeting ID: 913 7316 9636

Contact Information

Instructor: Dr. Dieterick Govan

Email: dieterickgovan41@webster.edu
Office: 5019937480

I’m Dr. Dieterick L. Govan. I am an adjunct Professor of Management with Webster University where I have taught for five years. I teach a wide variety of business and management courses (Strategy and Competition, Organizational Behavior, Management and Strategy, Introduction to Business, among others) at Little Rock Metro campus in Arkansas.

My doctorate is a Doctor of Business Administration from Walden University where I specialized in Leadership Management. I have a Master of Business Administration from the University of Phoenix, and a Bachelor of Business Administration from the University Central Arkansas.

Publications


Effectiveness of Mentoring Programs for African American Business Owners

Society of Interdisciplinary Business Research Proceedings

Double blind peer-reviewed full paper accepted 11/17/13.

Description

The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing all the concepts, theories, and tools that were presented in the previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments.

Requisites

Completion of all other required courses in the MBA.

A $99 lab fee will be applied to student’s Webster billing account.

Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand the important facts, terminology, concepts, principles, and theories in the area of Strategy.</td>
<td>Students can discuss the results of research that links strategic variables to firm performance (e.g. The PIMS findings). Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT, BCG, Porter, etc.)</td>
</tr>
<tr>
<td>2. Students can conduct industry analysis to assess the relative market position of a firm or product division.</td>
<td>Students can prepare a written analysis of a business situation, including market structure, within the parameters of the Porter 5 Forces Model or standard Economic Market Structures to assess market conditions.</td>
</tr>
<tr>
<td>3. The student will be able to use accounting and financial information to assist in their strategic analysis.</td>
<td>Students can determine the relative well-being of the firm and identify specific performance problems (e.g. inventory management, debt load, etc.) based on financial statements. Students can determine whether the financial condition of the firm will allow the firm to pursue a desired strategy.</td>
</tr>
<tr>
<td>4. The MBA will be able to use quantitative tools to assist in the analysis of the strategy of the firm.</td>
<td>Students can discuss quantitative tools that can be used to assess competitive position and strategy. Students can identify situations when these quantitative tools can be helpful in the analysis. They can apply the tools and interpret the results.</td>
</tr>
</tbody>
</table>
5. The MBA can address unstructured business problems that span multiple functional areas.

The MBA will, when faced with an unstructured business situation (through a case or simulation), be able to identify the key factors driving problem or situation, the additional information needed to understand the situation, and to set priorities for decision and action.

Required Textbook

Strategic Management for the Capstone Business Simulation: Analysis and Assessment

Author: Michael Pettus
Publisher: Michael Pettus
Edition: Digital Version (Purchase through Capsim)

Materials


Pick up a copy of the CAPSTONE Business Simulation Student Guide in the Webster University Office or you can download it from the CAPSIM website (www.capsim.com). Download the Comp-XM Examination Guide from the CAPSIM website.

Register to participate in the CAPSTONE Business Simulation and the Comp-XM Examination (www.capsim.com). The Course Simulation ID Number is C113169. You will need to know the Sim ID Number when you register.

You must register prior to the first class. You will be ahead of the learning curve if you do the CAPSTONE homework assignments for Weeks 1 and 2 long before the class starts. Specifically, go through the Getting Started Tutorial, download the CAPSTONE.xls spreadsheet and go through the Rehearsal Tutorial several times.

Supplemental Readings: Supplemental Readings will be available on the Connections course web site.

Deliverables

Discussion Posts

Each 5 Weekly discussion post will open at 9am on Sunday and close on Sunday at 11:59pm if you miss the deadline on Sunday your grade will be a “0” for that assignment.

Post a total of 3 substantive responses over 2 separate days for full participation. This includes your initial post and 2 replies to classmates or your faculty member. Respond to the following in a minimum of 200 words whether you agree or disagree explain why with supporting evidence and concepts from the readings or a related experience. Include a reference, link, or citation when appropriate.

Guidelines and Rubric for Online Discussion Boards

In this class, online discussions will count towards your Assignments grade in the course (see syllabus). The purpose of the discussion board is to frame and promote collaborative learning. Active and regular participation is not only important for me to see, but also important for you in learning the course content and in developing your thoughts and positions on various topics.

The three cardinal rules for Discussion Boards:

1. Please remember that the cultural of mutual respect that is part of this course extends into the virtual classroom environment.
2. Participation in these discussion boards is required.
Participation alone is not enough; a thoughtful and meaningful approach in your posts is required. (Quality counts!)

The total of your participation in a single discussion board question (topic) will be graded on a ten-point scale.

The MBA Capstone Paper: Individual Assignment: Due May 9th

Broadly, MBA capstones require students to synthesize major program principles to address contemporary business issues, serving to assess overall knowledge and individual skill. As Gold explains, “In addition to demonstrating students’ abilities to analyze complex problems, the [capstone] typically shows evidence of creative thinking, critical thinking, and the ability to examine a problem from a variety of functional perspectives.” The following sections detail typical capstone components and processes.

Choosing Your Capstone Topic

Given the importance of a capstone project, choosing the right topic is crucial. Before selecting a topic, Gold recommends that students identify a company to work with. “If possible, it is best to choose a company that you can reach out to or have some sort of contact with, as opposed to just selecting a random company.”

The role of effective networking can’t be underestimated for a capstone project, as Gold explains. “Company contacts can be an invaluable source of information for the projects,” he says. “Ask around, check with your network on LinkedIn, etc. to see if anyone has some ideas or can provide you an introduction to a company you can use as the focal point for your project.”

While it’s wise to choose a topic based on professional interests and aspirations, Gold notes that topic selection may largely depend on the organizations students work with: “Try to find out if there are any current projects that the company is getting ready to launch that you can start with. Chances are that you won’t need to start from scratch, but the company will be able to provide you with some guidance.”

Example Topics for Capstone Projects

MBA capstone project ideas vary as much as businesses themselves. The five examples summarized below represent a variety of potential MBA capstone ideas for students to explore.

- **Business Plan for a Startup Venture**
  As a common capstone project, a student might assist a small startup operation in devising and implementing a business plan for a new service or product. The capstone might address general challenges faced by new business ventures, along with the unique issues faced by an individual startup.

- **Analysis of Emerging Technology Threats**
  Technology helps certain industries and hinders others, and this capstone examines the issues facing businesses as a result of changing technologies. Students might help retail businesses develop strategies to better compete with online businesses.

- **Reorganization After Corporate Downsizing**
  Students explore the logistical, management, and personnel challenges presented by downsizing companies. An effective capstone project might focus on addressing one or several issues related to downsizing, such as fostering employee morale, restructuring human resources, or dealing with changes in budgeting.

- **Gamification of Sustainability Behaviors**
  This project explores gamification strategies, such as competitions and interactive games, for increasing green and sustainability practices within organizations. Students might research, devise, and implement gamification measures and develop systems for measuring their effectiveness.

- **Feasibility and Market Analysis for a New App**
  Capstone projects often focus on very specific issues facing businesses. In this case, students might focus entirely on the viability of a new mobile app that has yet to go to market, researching consumer demand and business projections.
Assignment Instructions-Capstone Paper

You are required to write a capstone paper for this course. A capstone paper is exactly what it sounds like. It is a paper that will encapsulate all that you have learned as a Business major at Webster University. Sound daunting? It is not and will not be if you follow the directions as I outlined herein. In fact, this may be the most liberating paper writing experience you undertake.

This paper should be approximately 10-15 pages in length with a hard minimum of 15. Papers can be longer, but if you are approaching the 15-page mark, then you need to narrow the scope of your paper. The paper must be typed, double spaced in 12-point Times Roman font. A title page with your name on it must be included. Full references must also be provided in your paper. The title page, reference page or abstract page will not be inclusive of the paper word/page count. This paper must adhere to APA format as it relates to citations.

This paper will be completed in stages. IF you do the work when it is supposed to be done, the project will not be overwhelming and you will do well. Follow deadlines carefully. All work is to be submitted via the Canvas assignment folder. Late submissions will not be read or graded. Emailed submissions will not be read. No exceptions!!!

March 28, 2021, Capstone Topic due (50 points)

April 11, 2021, Capstone Paper, Part I due (50 points)

May 2, 2021, Capstone Paper, Part II due (50 points)

May 9, 2021, FINAL Capstone paper due (100 points)

Presentation May 12, 2021

Note: Cover page and Reference page not included in page count

Assessment Method: This assignment will be graded using the Capstone Paper Grading Rubric

Capstone Presentation 1 presentation worth 100 points

Assignment Instructions: In addition to the written capstone paper, you will also give a 5-7-minute Powerpoint report on the paper to the class. Reports will be given in class, during class presentation times.

This presentation should be a summary of the paper you have written. No PowerPoint or other 'official' presentation method is required (you are welcome to present using that media if you like).

Capstone Paper Details

This Capstone project requires that you choose a specific topic on which to write and then locate that topic within the courses you have taken/information you have learned in this program. This paper should be a minimum of 10 pages in length and is due in its entirety on May 9, 2021@ 11 PM CST. All parts of this paper are to be submitted via the Canvas assignment folder.

Email assignments will NOT be accepted regardless of the circumstances. No exceptions.

Below are helpful hints and specific instructions regarding the paper. You will receive extensive written comments from me on your topic and Parts I and II (if applicable). These comments should be used to make edits/changes to your paper and should be incorporated into the final paper submission. Should you have questions, please feel free to ask. We will devote some class time to discussing this assignment including the importance of citing and what is a peer-reviewed article.

Capstone Paper Topic due by 11:00PM CST, March 28, 2021 50points

The first step in the capstone paper writing process is to pick your topic and provide me with a one-paragraph outline of your topic via the Canvas assignment folder by the due date and time noted above. Please note that once you select your topic, you will not be able to change it, so select carefully.

Suggestion? Select a topic that you are interested in. In fact, it might be useful for you to select a topic that coincides (directly or not) with the job you wish to pursue upon graduation.

For Example:
If you are interested in attending law school, you might write your paper on public defenders, prosecutorial misconduct, the impact of plea bargaining on judicial outcomes, etc.

If you are interested in becoming a probation/parole officer, you might write a paper on community-based drug treatment programs, the role of risk assessment in case management and supervision, electronic monitoring, etc.

These are just examples of topics. You need to choose your own, but I would strongly encourage you to select a topic that holds some interest to you. It will make the paper much easier to write and research.

The topic that you must send me must be complete. Do not send me a topic that says you will study probation. That is not a topic and you will receive a poor grade for the assignment. See below for an example of what you should send.

"I am interested in studying probation. I am pursuing this topic because of my desire to become a probation officer upon graduation. I am particularly interested in the RSAT treatment programs, how they function, and how they incorporate best practice in in-patient drug treatment."

Your topic selection will need to be a sentence or two longer than this example, but hopefully, you get the idea. I should warn you that selecting your topic will be more difficult than actually writing the paper. You should plan to put some effort into this activity. You will need to access online databases through the library to research your paper topic and this is one way of also finding prospective topics. Start on this assignment ASAP and feel free to pass topics by me as you work toward your final decision. I am happy to assist you in the topic selection process, but I will not select your topic for you.

Capstone Paper, Part I due by 11:00 PM CST, April 11, 2021, 50 points

Part I of your Capstone paper should include a Problem Statement/Introduction and Literature Review. Each paper will vary in how these two sections are organized depending on your topic, but below should give you an idea of what I am looking for.

Problem Statement/Introduction: This component of your paper should set up your issue/topic/problem. Using the topic noted above as an example, I might introduce my topic by discussing the number of drug crimes prosecuted, how many people are sent to prison for drug crimes, and how many are on probation or parole. I might also talk about existing drug treatment programs. I need to set the stage for why this topic is worth discussing/writing a paper about/why this issue is of such importance in the CJ system (approximately 1-2 pages)

Literature Review: This component of your paper will contain different academic literature written about your topic/related issues. Again, using the above topic as an example, I might want to discuss drug treatment options including prison programs, intensive outpatient (What RSAT is), outpatient treatment modalities, etc. I probably want to research the literature and discuss how programming options are chosen for people. You must provide your references in APA full citation format and cite also in the text where appropriate. You will need to provide your full reference list with this draft. It may change (you may add to it or change references) but you need to provide and actively cite a minimum of 7 references in the literature review that you submit. (approximately 3 pages, but must include at least 7 scholarly, peer-reviewed sources)

Overall, the first two sections of your paper set up the problem and provide an overview of the literature available on your topic. You must be able to show your reader (me) that you understand the issues/problems associated with your topic and that you have conducted a copious review of the literature to evaluate what has been written about this topic (or related topic) by other people and what they think.

Capstone Paper, Part II due by 11:00 PM CST, May 2, 2021, 50 points

Part II of your Capstone should include the body of your paper and a conclusion. Each paper will vary in how these two sections are organized depending on your topic, but below should give you an idea of what I am looking for.

Body: This section comprises the ‘meat’ of your paper. Again, using the above topic as an example, In this section I might discuss one or two RSAT programs that currently exist and for which I have information (hence the need to pre-research your paper before actually writing it—you don’t want to get this far only to figure out you have no data or research to support your topic). In this section of the paper you also need to exercise your critical thinking skills by introducing information from the three principle components of the CJ system and how it applies to your topic.
Thus, if you were writing about RSAT, you might discuss how policing efforts to crack down on drugs result in increased number of people arrested for drug crimes, how increased prosecutions of drug crimes means that more drug offenders go to prison and more are probated, but that program capacity has not kept up with need. Finally, you might talk about probation as a community corrections program and what happens to people who go through RSAT. (approximately 4 pages)

The body of the paper is where you will discuss your topic in depth. You will need to cite here as necessary to make your point. As noted above, you will also need to 'marry' your topic with the three primary components of the system: policing, courts, and corrections. I am looking for your ability to apply what you have learned in other classes to your specific topic.

Conclusion: This section of your paper needs to tie up nicely what you have learned about your topic and your thoughts about your topic for the future. Here is your chance to talk about things that you would change from a programmatic standpoint (need more RSAT beds with aftercare component, for example). This section of your paper should bring together what you have learned about your topic, any information from this class that might be relevant, and how/where your topic fits in to the realm of CJ as a whole. What place does your topic have in our CJ system and what would you do to improve it? Furthermore, you need to make one criminal justice policy recommendation related to your topic. (approximately 1-2 pages)

Capstone Paper, FINAL Due by 11:00PM CST, May 9, 2021 100 points

Your final paper submission will be graded on your ability to revise Part I and II based on comments you received from me and your ability to put both sections of the paper together into a cohesive whole. This is a formal paper and therefore should be written as such. Be sure to check grammar and word usage and use proper conventions when writing. Overall, this paper should be a reflection of not only what you have learned about your topic but how your topic fits in to the larger framework of criminal justice. This is your opportunity to show what you have learned both about a particular topic and in this program.

Sample Table of Contents
When it comes to the structure of the capstone project it varies as per the type of project assigned to the students. For example, if it is an essay project then it can be written by writing its thesis statement, introduction, main body, and conclusion along with a bibliography. But on the other hand in the case of a research paper project students have to go through the following steps for its completion.

I Introduction  
A Statement Of Problem/Opportunity (Research Question)  
B Background, Context, And Significance Of Study  
C Project Researcher Identification  
II Literature Review  
A Subheadings (Themes Discovered In Review)  
B Notice Of Gaps In Knowledge  
III Methods  
A Subjects/Participants  
B Data Collection Approaches/Strategies  
1 Advantage Of Strategy  
2 Limitation Of Strategy  
3 Potential Risk  
IV Conclusion  
V Reference Pages

Citing in Your Paper (In-Text Citation) : APA -verison 7

In the text of a research paper, if the author’s name is part of the narrative, include only the year of publication in the parentheses.

According to Smith (1998), APA style is an easy citation format for first-time learners.

APA style is an easy citation format for first-time learners (Smith, 1998).
If citing a particular page or chapter of a document, include that information in the parentheses. APA style is an easy citation format for first-time learners (Smith, 1998, p. 203).

At the end of the paper, in a section called “References,” full citations are listed in alphabetical order.


<table>
<thead>
<tr>
<th>Author Type</th>
<th>Parenthetical citation</th>
<th>Narrative citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>One author</td>
<td>(Gonzalez, 2019)</td>
<td>Gonzalez (2019)</td>
</tr>
<tr>
<td>Two authors</td>
<td>(Gonzalez &amp; Jones, 2019)</td>
<td>Gonzalez and Jones (2019)</td>
</tr>
<tr>
<td>Three or more authors</td>
<td>(Gonzalez et al., 2019)</td>
<td>Gonzalez et al. (2019)</td>
</tr>
<tr>
<td>Group author with abbreviation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First citation</td>
<td>(American Psychological</td>
<td>American Psychological</td>
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<tr>
<td>Subsequent citations</td>
<td>Association [APA], 2020)</td>
<td>Association (APA, 2020)</td>
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<td>(APA, 2020)</td>
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<tr>
<td>Group author without abbreviation</td>
<td>(University of California, 2020)</td>
<td>University of California (2020)</td>
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</table>

✔️ Evaluation

Capstone Paper Grading Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone Paper Topic Via Canvas (50 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Student submits topic on time (March 28, 2021 by 11 PM CST)</td>
<td>10</td>
</tr>
<tr>
<td>Student provides a detailed explanation of the topic that reflects significant Understanding of what they wish to write about</td>
<td>40</td>
</tr>
<tr>
<td><strong>Capstone Paper, Part I (50 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Student submits paper on time (April 11, 2021 by 11PM CST)</td>
<td>5</td>
</tr>
<tr>
<td>Paper includes a Problem Statement/Introduction that sets up the problem/topic you are researching in a clear/concise way</td>
<td>15</td>
</tr>
<tr>
<td>Paper includes a Literature review that contains a minimum of 7 citations in APA citation format and clearly reflects the academic literature on the subject</td>
<td>15</td>
</tr>
<tr>
<td>Paper includes full references in APA citation format</td>
<td>10</td>
</tr>
<tr>
<td>Student uses proper grammar and word usage as a formal paper requires</td>
<td>5</td>
</tr>
<tr>
<td><strong>Capstone Paper, Part II (50 points)</strong></td>
<td></td>
</tr>
<tr>
<td>Student submits paper on time (May 2, 2021 by 11PM CST)</td>
<td>5</td>
</tr>
<tr>
<td>Paper includes a Body that covers your subject matter in detail</td>
<td>15</td>
</tr>
</tbody>
</table>
Paper includes information that links your topic to all three components of the topic | 10
---|---
Paper includes a Conclusion that ties your topic in with what you have learned in the class | 15
Student uses proper grammar and word usage as a formal paper requires and includes citations in APA format where necessary | 5

**Capstone Paper, FINAL PAPER (100 points)**

**Style and Structure (20 points)**

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>Student submits paper on time (May 9, 2021 by 11PM CST)</td>
<td>5</td>
</tr>
<tr>
<td>Student uses proper grammar and word usage</td>
<td>5</td>
</tr>
<tr>
<td>Student integrates comments from previous versions of the paper</td>
<td>10</td>
</tr>
</tbody>
</table>

**Content**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper includes a Problem Statement/Introduction that sets up the problem/topic you are researching in a clear/concise way; student places topic in context</td>
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</tr>
<tr>
<td>Paper includes a Literature review that clearly reflects the students understanding of the literature on the subject and how it applies to the topic under discussion using peer-reviewed, scholarly sources</td>
<td>15</td>
</tr>
<tr>
<td>Paper includes a Body that covers your subject matter in detail and that links your topic to all three components of the topic</td>
<td>15</td>
</tr>
<tr>
<td>Paper includes a Conclusion that ties your topic in with what you have learned in the class and about CJ as a whole and includes one policy recommendation</td>
<td>15</td>
</tr>
<tr>
<td>Student uses critical thinking to link topic to information from class</td>
<td>15</td>
</tr>
<tr>
<td>Paper was submitted in APA Style Format (inclusive of title page, paper, reference list, and APA citation format)</td>
<td>10</td>
</tr>
</tbody>
</table>

**Capstone Presentation Grading Rubric**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student provides a 5-7-minute presentation</td>
<td>10</td>
</tr>
<tr>
<td>Student provides an introduction to the broad topic and the specific subject of the paper</td>
<td>10</td>
</tr>
<tr>
<td>Student provides an overview of the Problem Statement</td>
<td>15</td>
</tr>
<tr>
<td>Student provides an overview of the Literature Review</td>
<td>15</td>
</tr>
<tr>
<td>Student provides an overview of the Body of the paper including how the topic impacts of the components</td>
<td>15</td>
</tr>
<tr>
<td>Student provides a conclusion including insight into what they have learned in the program and what they think the paper has taught them</td>
<td>15</td>
</tr>
<tr>
<td>Student’s presentation shows effort to gain insight into the topic/issue</td>
<td>20</td>
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</table>

**Breakdown**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 to 100</td>
<td>Superior graduate work</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
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<tr>
<td>-------</td>
<td>-----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 95</td>
<td>Superior graduate work</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 90</td>
<td>Satisfactory graduate work</td>
</tr>
<tr>
<td>B</td>
<td>82 to 86</td>
<td>Satisfactory graduate work</td>
</tr>
<tr>
<td>B-</td>
<td>78 to 81</td>
<td>Satisfactory graduate work</td>
</tr>
<tr>
<td>C</td>
<td>70 to 77</td>
<td>Work that is barely adequate as graduate-level work</td>
</tr>
<tr>
<td>F</td>
<td>0 to 69</td>
<td>Work that is unsatisfactory</td>
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</tbody>
</table>

### Criteria

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<th>ITEMS</th>
<th># of Assignments</th>
<th>Point Value</th>
<th>Total Value</th>
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</thead>
<tbody>
<tr>
<td>Capstone Paper Topic</td>
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<td>250</td>
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<tr>
<td>Paper, Part I</td>
<td></td>
<td>50</td>
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<tr>
<td>Paper, Part II</td>
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<td>50</td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td></td>
<td>50</td>
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</tr>
<tr>
<td>Capstone Presentation</td>
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</tr>
<tr>
<td>Discussion Posts</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
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</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td>500</td>
</tr>
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</table>

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

**Total points possible for the semester = 500.**

### Schedule

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
## Course Policies

### Attendance

**Course Attendance:** The University reserves the right to drop students who do not attend class the first or second week of the term/semester. Students are expected to attend all class sessions of every course. In the case of an unavoidable absence, the student must contact the instructor. Students are expected to communicate an unavoidable absence to the instructor through Canvas WorldClassRoom. This will allow the student to document the absence in the official learning management system of Webster University and allow faculty to comment and provide instruction recorded in the Faculty Journal. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work (see Assignment Policy), or for excessive or unexcused absences.

**Excused Absence:** Students should notify the instructor prior to class if an absence is anticipated. If a student is absent, the instructor shall assign makeup work to cover the materials presented that week. If a student has two absences, the instructor has the option to lower the student’s grade one letter grade and to inform the student of the action. If a student has three absences, the instructor has the option to assign a grade of F and to inform the student of the action. In an extreme case, when the instructor chooses to award a grade of “I” (Incomplete) for three or four absences, the student must provide acceptable documentation to verify that the absences were unavoidable (e.g. illness, work conflict, military temporary duty). If a student is absent for a fifth class, with or without acceptable documentation, the instructor is to inform the student that his or her grade for the course is F. It is the student’s responsibility to withdraw from the course.

**Unexcused Absence:** Students should notify the instructor prior to class if an absence is anticipated. If a student is absent, the

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Introductions</strong></td>
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<tr>
<td>Week 1</td>
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<tr>
<td>03/17/2021</td>
<td>Expectations of Course Objectives and Outcomes</td>
<td>Review Syllabus</td>
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<tr>
<td>5:30 PM - 8:30 PM</td>
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<tr>
<td><strong>Capstone Topic</strong></td>
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<tr>
<td>Week 3</td>
<td>March 28, 2021 Capstone Topic due (50 points)</td>
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<tr>
<td><strong>Class Meeting</strong></td>
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<td>Week 4</td>
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<td>04/07/2021</td>
<td>Progress</td>
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<td>5:30 AM - 8:30 AM</td>
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<tr>
<td><strong>Capstone Part 1</strong></td>
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<tr>
<td>Week 4</td>
<td>April 11, 2021 Capstone Paper, Part I due (50 points)</td>
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<td><strong>Class Meeting</strong></td>
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<tr>
<td>Week 7</td>
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<tr>
<td>04/28/2021</td>
<td>class</td>
<td>Paper Due</td>
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<tr>
<td><strong>Capstone Part 2</strong></td>
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<tr>
<td>Week 5</td>
<td>May 2, 2021 Capstone Paper, Part II due (50 points)</td>
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<td><strong>Final Paper Due</strong></td>
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<tr>
<td>Week 9</td>
<td>May 9, 2021 FINAL Capstone paper due (100 points)</td>
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<tr>
<td><strong>Class Meeting</strong></td>
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<tr>
<td>Week 9</td>
<td>Powerpoint Presentation</td>
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<td>05/12/2021</td>
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instructor shall assign makeup work, which may exceed the material presented that week. If a student has two absences, the instructor has the option to lower the student’s grade one letter grade and to inform the student of the action. If a student has three absences, the instructor has the option to assign a grade of F and to inform the student of the action. It is the student’s responsibility to withdraw from the course.

Assignment Policy

Unless specifically noted by the instructor or official Webster University documentation, assignments must be submitted via Canvas WorldClassRoom. Assignments must be submitted by the due date and time. Late assignments will receive a 10% deduction for each day they are late. Assignments more than three days late will not be accepted.

Technological issues are not considered valid grounds for late assignment submission. In addition, unless an incomplete grade has been granted, assignments submitted after the last day of class will not be accepted.

Caveat

This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule below presents an approximate expectation of course progress. The instructor reserves the right to add, delete, or modify any weeks of the schedule. The instructor also reserves the right to change the overall course grade weighting. Any changes will be announced in class and documented in Canvas WorldClassRoom.

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people’s words or when they quote other’s words directly. You may choose to access the following websites:

www.apastyle.org
http://owl.english.purdue.edu/owl/resource/560/02/
www.library.cornell.edu/resrch/citmanage/apa

It is the student’s responsibility to understand how to cite properly. If you have questions, feel free to ask. You will be provided with a copy of a document in APA citation format that you may use for guidance. Specific APA citation formats may be generated from the websites above.

Late Work

In principle, I do not accept late work and do not believe in allowing students to submit work after the due date. My position is that everyone knows the rules of engagement at the beginning of the semester and that it is the student’s responsibility to ensure that they plan accordingly to submit their assignments in a timely manner and plan for emergencies.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The academic policies and information section of the catalog contains important information related to attendance, conduct, academic honesty, grades,
and more. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/ (http://www.webster.edu/catalog/current/undergraduate-catalog/)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/ (http://www.webster.edu/catalog/current/graduate-catalog/)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading
(http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades
(http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)
Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

*Undergraduate*

http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics

*Graduate*

http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, the content must be covered at another time.

Important Academic Resources

**Academic Accommodations**

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

**Academic Resource Center**

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

**Student Success Portal**

Webster University’s Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at http://www.webster.edu/success/students.html.

**University Library**

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.
Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

*Undergraduate*
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html
(https://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html)

*Graduate*
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html
(https://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

*Academic Calendar -* http://www.webster.edu/academics/academic-calendar/
(https://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

*Undergraduate*
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html
(https://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html)

*Graduate*
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html
(https://www.webster.edu/catalog/current/graduate-catalog/tuition.html)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:


Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/ (http://www.webster.edu/sexual-misconduct/)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:


Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.
Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/

WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

Webster Alerts

Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/

Campus Information

Little Rock: Spring 2 2021 Schedule

Term: 03/15/2021 05/14/2021

Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March 15</td>
<td>Spring 2 classes start</td>
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<tr>
<td>March 19</td>
<td>Spring 2 drop deadline</td>
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<tr>
<td>April 12</td>
<td>Registration begins for Fall 2021 classes**</td>
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<tr>
<td>April 23</td>
<td>Spring 2 withdrawal deadline</td>
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<tr>
<td>May 8</td>
<td>Commencement Ceremony</td>
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<tr>
<td>May 14</td>
<td>Spring 2 classes end</td>
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<tr>
<td>May 15</td>
<td>Spring 2 Graduation Date*</td>
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<tr>
<td>May 21</td>
<td>Spring 2 grades due from faculty</td>
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