

MG 175: Information Technology for Managers

School of Health and Social Sciences

5 Credits

Effective Date: Summer 2023

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Meet Your Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Meet Your Team* in the online course menu.

Course Description

In this course, students learn what future business managers must know about information technology. Students define what information technology is and examine how it can be used to benefit an organization. Students are also provided with a framework for understanding their future roles as managers in implementing and overseeing information technology platforms. Finally, students navigate complex issues such as privacy and security when working with information systems in an organizational setting.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Identify different information systems used for managing business operations
- Describe how technology is used in the business environment
- Explain benefits and risks of adopting information systems to manage specific business operations
- Apply current technology trends to meet organizational needs
- Analyze ethical and social issues associated with the use of technology

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Weekly Quizzes	20%
Reflections	20%
Create Assignments	50%
Final Exam	10%
TOTAL	100%

Course Assignments and Grading

Weekly Quizzes (20% of Final Grade)

Students demonstrate an understanding of course concepts through engaging with and practicing content by completing weekly quizzes. Each weekly quiz requires a passing score of 75% in order to move forward in the course. Weekly quizzes can be taken an unlimited number of times to achieve a passing 75% or higher score. To prepare for these quizzes, students complete self-assessments through daily knowledge checks and hands-on course activities (including but not limited to taking notes, making source annotations, completing case studies, creating short webcam videos, and filling out worksheets and charts). The feedback given by the instructor for these activities supports achievement of the required quiz scores as well as the weekly Create assignments.

Outcomes addressed by this assignment:

- Identify different information systems used for managing business operation

<i>Components</i>	<i>% of Grade</i>
Accuracy	100%
TOTAL	100%

Reflections (20% of Final Grade)

Students answer weekly writing prompts that support their reflection on course concepts learned during the week. Each response is expected to be at least 300 words and address each of the prompts thoroughly.

Components	% of Grade
Reflection	40%
Transfer	30%
Context & Assumptions	30%
TOTAL	100%

Outcomes addressed by this assignment:

- Describe how technology is used in the business environment
- Explain benefits and risks of adopting information systems to manage specific business operations
- Apply current technology trends to meet organizational needs

Create Assignments (50% of Final Grade)

Students are given a business case and expected to imagine themselves as a consultant for this business. Students identify problems and opportunities in this business case, apply general business and information technology concepts, analyze alternatives, and provide solutions to the case. Throughout the course, this case is developed into a presentation that could be hypothetically shared with stakeholders to adopt technology solutions that solve the business problems represented in the case study.

Week 1: Case Study – Presentation Outline

This week, students begin outlining their PowerPoint presentation and identifying at least 3 credible, relevant sources. The first purpose of this assignment is to have students define and begin to synthesize their own ideas with those of credible sources. The second purpose of this assignment is to have the presentation outline prepared so that students build upon the final assignment each week through the remaining weeks of the course.

For this assignment, students choose or build a template for their PowerPoint presentation, drafting a deck of slides according to the following outline:

- Title slide
- Introduction

- Agenda slide
- Brief summary of the business case scenario plus any necessary context for understanding the information systems to be presented to stakeholders (1-3 slides suggested)
- 2-3 information technology-based solutions to address the needs identified within the case scenario (2-3 slides suggested)
- Ethics and privacy concerns in adoption of information systems suggested plus solutions for these concerns (3-5 slides suggested)
- Conclusion slide
- Reference slide(s) formatted according to APA 7th edition conventions including a minimum of 3 relevant and credible sources of information (2 slides suggested, but more can be added as needed)

Components	% of Grade
Completeness of Outline	50%
Relevance and number of sources	20%
PowerPoint template design	20%
Mechanics	20%
APA Conventions	10%
TOTAL	100%

Outcomes addressed by this assignment:

- Describe how technology is used in the business environment

Week 2: Case Study – Information Technology Application

The purpose of this assignment is to further develop the case study presentation by adding content to the slides and summarizing this content in a separate written document to be submitted alongside the updated presentation outline.

First, students develop their case study presentation by choosing an element of information technology from the course content and addressing how it could be used in the case. They complete this task by adding information (at least three slides of content) to their PowerPoint presentation outline. Content on the slides should be brief bullets and images used to supplement the verbal explanation given in the presentation. Engaging visual images should be included to enhance audience understanding. At least 2 additional relevant and credible sources of information should be added and used to synthesize original ideas with appropriate research.

Second, because the content added to the slides is expected to be succinct, students must also include an additional written summary of at least 2 pages (1000 words) to provide a more detailed explanation of the content added to the slides.

APA conventions should be followed in both the summary and the slides. All information from research should be cited using in-text citations on the slides, or in the notes below each slide, as well as on the PowerPoint's reference slide. A full reference list should accompany the written summary as well.

Components	% of Grade
Analysis	30%
Evidence	20%
Organization	20%
Visual images	10%
Mechanics	10%
APA Conventions	10%
TOTAL	100%

Outcomes addressed by this assignment:

- Describe how technology is used in the business environment
- Identify different information systems used for managing business operations
- Apply current technology trends to meet organizational needs

Week 3: Case Study – Information Technology Application (Continued)

The purpose of this assignment is to further develop the case study presentation by adding content to the slides and summarizing this content in a separate written document to be submitted alongside the updated presentation outline.

First, students develop their case study presentation by choosing an element of information technology from the course content and addressing how it could be used in the case. They complete this task by adding information (at least three slides of content) to their PowerPoint presentation outline. Content on the slides should be brief bullets and images used to supplement the verbal explanation given in the presentation. Engaging visual images should be included to enhance audience understanding. At least 2 additional relevant and credible sources of information should be added and used to synthesize original ideas with appropriate research.

Second, because the content added to the slides is expected to be succinct, students must also include an additional written summary of at least 2 pages (1000 words) to provide a more detailed explanation of the content added to the slides.

APA conventions should be followed in both the summary and the slides. All information from research should be cited using in-text citations on the slides, or in the notes below each slide, as well as on the PowerPoint's reference slide. A full reference list should accompany the written summary as well.

Components	% of Grade
Analysis	30%
Evidence	20%
Organization	20%
Visual images	10%
Mechanics	10%
APA Conventions	10%

Outcomes addressed by this assignment:

- Identify different information systems used for managing business operations
- Describe how technology is used in the business environment
- Explain benefits and risks of adopting information systems to manage specific business operations
- Apply current technology trends to meet organizational needs

Week 4: Case Study – Ethics and Privacy Concerns

The purpose of this assignment is to further develop the case study presentation by adding content to the slides and summarizing this content in a separate written document to be submitted alongside the updated presentation outline.

First, students develop their case study presentation by thoughtfully addressing at least one ethical concern and one privacy concern related to the adoption of information technology in the case. To do this, students research ethical and privacy concerns related to the adoption of information technology elements named in previous stages of the assignment. In addition to what has been presented in the course content, students should use timely, relevant, and credible research to bolster solutions to ethical and privacy issues that can occur as a result of adoption of technology within the case.

They complete this task by adding information (at least three slides of content) to their PowerPoint presentation outline. Content on the slides should be brief bullets and images used to supplement the verbal explanation given in the presentation. Engaging visual images should be included to enhance audience understanding. At least 2 additional relevant and credible sources of information should be added and used to synthesize original ideas with appropriate research.

Second, because the content added to the slides is expected to be succinct, students must also include an additional written summary of at least 2 pages (1000 words) to provide a more detailed explanation of the content added to the slides.

APA conventions should be followed in both the summary and the slides. All information from research should be cited using in-text citations on the slides, or in the notes below each slide, as well as on the PowerPoint's reference slide. A full reference list should accompany the written summary as well.

Components	% of Grade
Analysis	30%
Evidence	20%
Organization	20%
Visual images	10%
Mechanics	10%
APA Conventions	10%

Outcomes addressed by this assignment:

- Identify different information systems used for managing business operations
- Describe how technology is used in the business environment
- Explain benefits and risks of adopting information systems to manage specific business operations
- Apply current technology trends to meet organizational needs
- Analyze ethical and social issues associated with the use of technology

Week 5: Final Case Study Presentation

The purpose of this assignment is to apply feedback received in all previous stages to complete the case study presentation by considering and applying constructive feedback from previous stages towards the improvement of all content.

First, students should finalize all slides and complete the notes below each slide with any overflow of details, citations, and information.

Next, students record their verbal presentation over the slides using the recording tools in PowerPoint. The total of all recordings should achieve 15-20 minutes of verbal content across all slides.

Students are assessed on how they incorporate constructive feedback, the organization and clarity of their delivery, the content included in the recorded text and slide deck, and on the overall verbal/visual effectiveness when presenting their case study.

APA conventions should be followed in all slides. There must be a total of at least 10 relevant and credible research sources to support original ideas. All information from research should be cited using in-text citations on the slides, or in the notes below each slide, as well as on the PowerPoint's reference slide.

Components	% of Grade
Analysis	20%
Evidence	20%
Organization	10%
Delivery	10%
Mechanics	10%

Visuals	10%
Application of Feedback from Previous Stages	10%
APA Conventions	10%
TOTAL	100%

Outcomes addressed by this assignment:

- Identify different information systems used for managing business operations
- Describe how technology is used in the business environment
- Explain benefits and risks of adopting information systems to manage specific business operations
- Apply current technology trends to meet organizational needs
- Analyze ethical and social issues associated with the use of technology

Final Exam (10% of Final Grade)

Students will demonstrate an understanding of course concepts through 25 multiple choice, fill-in-the-blank, true/false, multiple answer, and matching questions on a final exam. All questions come from the weekly quizzes.

<i>Components</i>	<i>% of Grade</i>
Accuracy	100%
TOTAL	100%

Outcomes addressed by this assignment:

- Identify different information systems used for managing business operations

Course Policies

Late Assignments

Late assignments are accepted. Students can submit or resubmit any assignments up until the last day of class. In all Flex Courses, late assignments are accepted through the last day of the course, which is Sunday at midnight at the end of Week 5. A late assignment is one that is

submitted after the due date and time or after any extension has expired. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

There are suggested due dates in the Course Map that students are highly advised to adhere to as this allows them to keep on track and enables them to complete everything with the best retention of information and educational experience. However, students can submit assignments as early as they wish or as late as the last day of class.

Final Assignment Due Date

According to policy, final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students. Note that in Flex Courses, students are encouraged to submit all assignments by the suggested due date listed in the Course Map and to adhere to the final day of the course as the deadline for any assignments including the final assignment.

Practice Assignments

Each lesson contains a practice assignment. These assignments are not graded but will be evaluated for accuracy. Practice assignments have two purposes: students may demonstrate their understanding of course concepts and develop micro-skills required for graded assignments including Creates, Reflections, Weekly Quizzes and the Final Exam. Targeted feedback on Practice assignments will be given by the instructor that is vital for success in the course. Completing Practice Assignments is highly encouraged, as Practice assignments often contain tasks that are part of a larger, graded Create or Reflection assignment.

Participation

Students are expected to participate in the course each week in one of the following ways: submission of graded and Practice assignments, taking Knowledge Check and Weekly Quizzes, communicating with the instructor via email, office hours, or phone call to discuss course material or ask for assistance in an assignment. Failure to do these tasks each week will result in being marked absent (see attendance policy below).

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is

available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Flex Attendance Policy

The Flex Program attendance policy follows the same criteria as other CityU delivery modes. Here is a description of the attendance criteria for Flex courses.

Each week, attendance will be measured by participation in one or more of the following activities:

- Submitting an academic assignment for feedback (Practice, Reflection, Create)
- Taking a Knowledge Check or Quiz
- Interacting with the instructor regarding the academic subject studied in the course (such as attending an online Office Hours session; and/or attending an arranged video chat/scheduled call with the instructor to discuss course material, assignments, or other academic subject matter).

Completing one or more of these activities each week counts towards participation in a Flex course. This will result in being marked as present in class attendance each week.

Please note that not participating in any of the course activities listed above may result in an administrative withdrawal from the course and may also negatively impact students who are receiving financial assistance.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.

Course Schedule

Please refer to the Course Map. This can be found in every Flex Course by opening the Course Content tab and clicking on Syllabus and Schedule from the course home page.

Course Rubrics

Reflections

Criteria	Exceeds Standard	At Standard	Approaching Standard	Below Standard	Criterion Score
Reflection	Response is highly detailed, clear, and well-	Response is clear, organized	Response is clear and organized but	Response does not meet the	/40

	<p>organized. It surpasses the minimum word requirements.</p> <p>Response richly answers the question(s) in the prompt.</p>	<p>and meets the minimum word requirements.</p> <p>Response sufficiently answers the question(s) in the prompt.</p>	<p>does not meet the minimum word requirements.</p> <p>Response partially answers the question(s) in the prompt.</p>	<p>minimum word requirements.</p> <p>Response is vague or rambling and does not sufficiently answer the question(s) in the prompt.</p>	
Transfer	<p>Response makes explicit and detailed references to the course content and applies this new knowledge in an innovative (new and creative) way that demonstrates comprehension and performance in real-life situations.</p>	<p>Response makes direct references to the course content and applies this new knowledge to real-life situations.</p>	<p>Response attempts to discuss what was learned in the course content.</p> <p>Response attempts to apply new knowledge to real-life situations but is vague or overgeneralized in its attempt.</p>	<p>Response does not discuss what was learned in the course content, or only makes vague references to previous learning.</p> <p>Response does not apply new knowledge to real-life situations.</p>	/30
Context & Assumptions	<p>Response thoroughly analyzes assumptions and biases and carefully evaluates how to prevent these from further hindering academic or</p>	<p>Response demonstrates a questioning of assumptions and biases that have hindered academic or professional success.</p>	<p>Response demonstrates a questioning of assumptions and biases that have hindered academic or professional success.</p> <p>There is emerging</p>	<p>Response demonstrates an emerging awareness of assumptions and biases that have hindered academic or professional success.</p>	/30

	professional success. Critical thinking is richly demonstrated when addressing prompt(s).	There is consistency in critical thinking when approaching prompt(s).	consistency in critical thinking when approaching prompt(s).	There is inconsistency in critical thinking when approaching prompt(s).	
TOTAL					/100

Week 1: Case Study- Presentation Outline

Criteria	Exceeds Standard	At Standard	Approaching Standard	Below Standard	Criterion Score
Completeness of Outline	All aspects of the outline have been addressed.	Most aspects of the outline have been addressed.	Some aspects of the outline have been addressed.	Few aspects of the outline have been addressed.	/50
Relevance and number of sources	All included sources are credible and highly relevant. There are more than three sources listed on the References slide.	All included sources are credible and relevant. There are three sources listed on the References slide.	All included sources are credible and relevant. There are less than three sources listed on the References slide.	Some or all included sources are not credible and/or irrelevant. There may be less than three sources listed on the References slide.	/20
PowerPoint template design	PPT template design is highly cohesive and demonstrates thoughtful attention to	PPT template design is organized and attempts to demonstrate attention to audience	PPT template design is adequate but does not demonstrate attention to audience	PPT template design is blank or unorganized and/or does not demonstrate	/20

	audience engagement. Each slide contains relevant titles.	engagement. Each slide contains relevant titles.	engagement. Some slides contain relevant titles.	attention to audience engagement. Few to no slides contain relevant titles.	
Mechanics	Assignment is almost entirely free of spelling, punctuation, and/or grammatical errors. Sentences are varied, clearly structured, carefully focused, and fit assignment's purpose and audience.	Assignment contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are generally clear, well structured, and focused, but some may be awkward or ineffective.	Assignment contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally impede overall understanding . Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing.	Assignment contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous.	/20
APA Conventions	No errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of	Between 0 and 4 errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers,	Between 5 and 10 errors in APA document formatting (including: citations, punctuation, capitalization, title page, numbers, headers,	More than 10 errors in APA conventions (including: citations, punctuation, capitalization, title page, numbers, use of abbreviations, headers,	/10

	heading, reference page). All sources are consistently and accurately cited.	levels of heading, reference page). Citations are consistently used, but with minor errors in formatting or style.	levels of heading, reference page). Citations are missing and/or inconsistent.	levels of heading, reference page). Citations are missing and/or there are marked areas of plagiarism.	
TOTAL					/100

Week 2: Case Study- Information Technology Application

Criteria	Exceeds Standard	At Standard	Approaching Standard	Below Standard	Criterion Score
Analysis	Accurately explains data presented with nuanced inferences and conclusions.	Accurately explains data presented with appropriate inferences and conclusions.	Partially explains data presented with some inferences and conclusions.	Incorrectly explains data presented and/or draws incorrect inferences or conclusions.	/30
Evidence	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a comprehensive analysis or synthesis, and expert opinions are	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a coherent analysis or synthesis, and expert opinions are	Information is taken from source(s) appropriate to the scope with some interpretation and evaluation, but not enough to develop a coherent analysis or synthesis, and expert	Information is taken from source(s) appropriate to the scope without any interpretation or evaluation, and expert opinions are taken as fact without question.	/20

	thoroughly scrutinized.	subjected to questioning	opinions are taken as fact with little questioning.		
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is clearly and consistently observable and is skillful and cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is intermittently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is not observable.	/20
Visuals	Visual aids are imaginative, memorable, appropriate to the audience, and compelling and enhance the effectiveness of the work presented.	Visual aids are thoughtful, appropriate to the audience, and generally support the effectiveness of the work presented.	Visual aids are included, but only partially support the work presented.	Visual aids are missing, inappropriate, and/or do not support the work presented.	/10
Mechanics	Assignment is almost entirely free of spelling, punctuation, and/or grammatical errors. Sentences are varied, clearly structured, carefully	Assignment contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are	Assignment contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but	Assignment contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous	/10

	focused, and fit assignment's purpose and audience.	generally clear, well structured, and focused, but some may be awkward or ineffective.	does not generally impede overall understanding. Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing.	awkward or ungrammatical sentences, and sentence structure is simple or monotonous.	
APA conventions	No errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). All sources are consistently and accurately cited.	Between 0 and 4 errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are consistently used, but with minor errors in formatting or style.	Between 5 and 10 errors in APA document formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are missing and/or inconsistent.	More than 10 errors in APA conventions (including: citations, punctuation, capitalization, title page, numbers, use of abbreviations, headers, levels of heading, reference page). Citations are missing and/or there are marked areas of plagiarism.	/10
TOTAL					/100

Week 3: Case Study - Information Technology Application (Continued)

Criteria	Exceeds Standard	At Standard	Approaching Standard	Below Standard	Criterion Score
Analysis	Accurately explains data presented with nuanced inferences and conclusions.	Accurately explains data presented with appropriate inferences and conclusions.	Partially explains data presented with some inferences and conclusions.	Incorrectly explains data presented and/or draws incorrect inferences or conclusions.	/30
Evidence	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a comprehensive analysis or synthesis, and expert opinions are thoroughly scrutinized.	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a coherent analysis or synthesis, and expert opinions are subject to questioning	Information is taken from source(s) appropriate to the scope with some interpretation and evaluation, but not enough to develop a coherent analysis or synthesis, and expert opinions are taken as fact with little questioning.	Information is taken from source(s) appropriate to the scope without any interpretation or evaluation, and expert opinions are taken as fact without question.	/20
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is clearly and consistently observable	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is clearly and	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is intermittently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is not observable.	/20

	and is skillful and cohesive.	consistently observable.			
Visuals	Visual aids are imaginative, memorable, appropriate to the audience, and compelling and enhance the effectiveness of the work presented.	Visual aids are thoughtful, appropriate to the audience, and generally support the effectiveness of the work presented.	Visual aids are included, but only partially support the work presented.	Visual aids are missing, inappropriate, and/or do not support the work presented.	/10
Mechanics	Assignment is almost entirely free of spelling, punctuation, and/or grammatical errors. Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience.	Assignment contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences generally clear, well structured, and focused, but some may be awkward or ineffective.	Assignment contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally impede the overall understanding. Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing.	Assignment contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous.	/10
APA conventions	No errors in APA document/slide formatting (including:	Between 0 and 4 errors in APA document/slide formatting	Between 5 and 10 errors in APA document formatting	More than 10 errors in APA conventions (including: citations,	/10

	citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). All sources are consistently and accurately cited.	(including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are consistently used, but with minor errors in formatting or style.	(including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are missing and/or inconsistent.	punctuation, capitalization, title page, numbers, use of abbreviations, headers, levels of heading, reference page). Citations are missing and/or there are marked areas of plagiarism.	
TOTAL					/100

Week 4: Case Study- Ethics and Privacy Concerns

Criteria	Exceeds Standard	At Standard	Approaching Standard	Below Standard	Criterion Score
Analysis	Accurately explains data presented with nuanced inferences and conclusions.	Accurately explains data presented with appropriate inferences and conclusions.	Partially explains data presented with some inferences and conclusions.	Incorrectly explains data presented and/or draws incorrect inferences or conclusions.	/30
Evidence	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a comprehensive analysis or	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a coherent analysis or	Information is taken from source(s) appropriate to the scope with some interpretation and evaluation, but not enough to develop a	Information is taken from source(s) appropriate to the scope without any interpretation or evaluation, and expert opinions are taken as fact	/20

	synthesis, and expert opinions are thoroughly scrutinized.	synthesis, and expert opinions are subject to questioning	coherent analysis or synthesis, and expert opinions are taken as fact with little questioning.	without question.	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is clearly and consistently observable and is skillful and cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is intermittently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and transitions) is not observable.	/20
Visuals	Visual aids are imaginative, memorable, appropriate to the audience, and compelling and enhance the effectiveness of the work presented.	Visual aids are thoughtful, appropriate to the audience, and generally support the effectiveness of the work presented.	Visual aids are included, but only partially support the work presented.	Visual aids are missing, inappropriate, and/or do not support the work presented.	/10
Mechanics	Assignment is almost entirely free of spelling, punctuation, and/or grammatical errors.	Assignment contains spelling, punctuation, and/or grammatical errors, but	Assignment contains spelling, punctuation, and/or grammatical errors which	Assignment contains spelling, punctuation, and/or grammatical errors, so	/10

	Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience.	does not impede understanding. Sentences generally clear, well structured, and focused, but some may be awkward or ineffective.	may temporarily confuse the reader but does not generally impede the overall understanding. Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing.	understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous.	
APA conventions	No errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). All sources are consistently and accurately cited.	Between 0 and 4 errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are consistently used, but with minor errors in formatting or style.	Between 5 and 10 errors in APA document formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are missing and/or inconsistent.	More than 10 errors in APA conventions (including: citations, punctuation, capitalization, title page, numbers, use of abbreviations, headers, levels of heading, reference page). Citations are missing and/or there are marked areas of plagiarism.	/10
TOTAL					/100

Week 5: Final Case Study Presentation

Criteria	Exceeds Standard	At Standard	Approaching Standard	Below Standard	Criterion Score
Analysis	Accurately explains data presented with nuanced inferences and conclusions.	Accurately explains data presented with appropriate inferences and conclusions.	Partially explains data presented with some inferences and conclusions.	Incorrectly explains data presented and/or draws incorrect inferences or conclusions.	/20
Evidence	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a comprehensive analysis or synthesis, and expert opinions are thoroughly scrutinized.	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a coherent analysis or synthesis, and expert opinions are subject to questioning	Information is taken from source(s) appropriate to the scope with some interpretation and evaluation, but not enough to develop a coherent analysis or synthesis, and expert opinions are taken as fact with little questioning.	Information is taken from source(s) appropriate to the scope without any interpretation or evaluation, and expert opinions are taken as fact without question.	/20
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and	Organizational pattern (specific introduction and conclusion, sequenced material within the artifact, and	/10

	transitions) is clearly and consistently observable and is skillful and cohesive.	transitions) is clearly and consistently observable.	transitions) is intermittently observable.	transitions) is not observable.	
Visuals	Visual aids are imaginative, memorable, appropriate to the audience, and compelling and enhance the effectiveness of the work presented.	Visual aids are thoughtful, appropriate to the audience, and generally support the effectiveness of the work presented.	Visual aids are included, but only partially support the work presented.	Visual aids are missing, inappropriate, and/or do not support the work presented.	/10
Delivery	Recorded verbal delivery demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Language choices are imaginative, memorable, appropriate to the audience, and compelling and enhance the effectiveness	Recorded verbal delivery demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). Language choices are thoughtful, appropriate to the audience, and generally support the effectiveness	Recorded verbal delivery demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). Language choices are commonplace, not appropriate to audience and partially support the	Recorded verbal delivery is missing, or demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience). Language choices are unclear, not appropriate to the audience, and minimally support the	/10

	of the work presented.	of the work presented.	work presented.	work presented.	
Mechanics	Assignment is almost entirely free of spelling, punctuation, and/or grammatical errors. Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience.	Assignment contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences generally clear, well structured, and focused, but some may be awkward or ineffective.	Assignment contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally impede the overall understanding. Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing.	Assignment contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous.	/10
Application of feedback from previous stages	All feedback from previous assignments and practice activities has been thoughtfully applied for improvements. All errors and/or weaknesses have been addressed.	Most feedback from previous assignments and practice activities has been applied for improvements. Most errors and/or weaknesses have been addressed.	Some feedback from previous assignments and practice activities has been applied for improvements, but inconsistently. A few errors and/or weaknesses remain unaddressed.	Feedback from previous assignments and practice activities has not been applied for improvements. There are repeated consistent errors and/or weaknesses that remain unaddressed.	/10

<p>APA conventions</p>	<p>No errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). All sources are consistently and accurately cited.</p>	<p>Between 0 and 4 errors in APA document/slide formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are consistently used, but with minor errors in formatting or style.</p>	<p>Between 5 and 10 errors in APA document formatting (including: citations, punctuation, capitalization, title page, numbers, headers, levels of heading, reference page). Citations are missing and/or inconsistent.</p>	<p>More than 10 errors in APA conventions (including: citations, punctuation, capitalization, title page, numbers, use of abbreviations, headers, levels of heading, reference page). Citations are missing and/or there are marked areas of plagiarism.</p>	<p>/10</p>
<p>TOTAL</p>					<p>/100</p>