

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Integrative Sciences and Arts Department/School _____

Prefix: IDS Number: 350 Title: Military Studies Interdisciplinary Capstone Units: 3

Course description: Students complete an interdisciplinary research or applied project relevant to national security using methods from history and political science.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Literacy and Critical Inquiry (L) **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name David Corlett E-mail David.corlett@asu.edu Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 3/4/2022

Chair/Director (Signature): KE (acknowledged)

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised October 2020

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: Per policy, students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.</p> <p style="text-align: right; background-color: #90EE90;">Syllabus Pg. 1 prerequisites</p>
<p>1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right; background-color: yellow;">Syllabus Pg. 4 Points Breakdown</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p> <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; background-color: #f0f0f0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right; background-color: #FF00FF;">Syllabus Student Learning Outcomes, Course Objectives, and Pgs. 6-9 assignment descriptions</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p> <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; background-color: #f0f0f0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>Syllabus Pgs 7-9: Literature Review, Progress Draft, Final Capstone Paper assignment descriptions (4, 5, and 15 pages each)</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 5: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Syllabus Pg. 6 Assignment details general, and under each assignment Pgs. 7-9.</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-5".</p> </div> <p>C-5</p>			

Course Prefix	Number	Title	General Studies Designation
IDS	350	Military Studies Interdisciplinary Capstone	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-2 50% of grade in course depends on writing	Writing assignments make up 72% of the student's grade. This excludes peer critical responses, a discussion post, and an E-Portfolio.	See the Points Breakdown on page 4 of the syllabus (labeled Literacy Criterion 2). Students complete a proposed topic statement, a refined topic statement, a literature review, a methodology, a progress draft, and a final capstone paper.
C-3 Composition tasks involve gathering, interpretation and evaluation of evidence beyond opinion and reflection	Students will follow the scholarly process of initial investigation; crafting of a research topic and research question; gather primary and secondary sources on their proposed topic; evaluate arguments of scholars and situate their own position in a modified literature review; analyze and evaluate evidence from varied sources; and then construct and present an original argument on a topic related to military studies.	See Student Learning Outcome #3, Course Objectives #1 and #3. See syllabus pages 6-9 and assignment descriptions for Proposed Topic Statement, Refined Topic Statement, Literature Review, Methodology, Progress Draft, and Final Capstone Paper (labeled Literacy Criterion 3)
C-4 Minimum of two substantial writing tasks that require in depth engagement with the material - i.e. research reports, articles, essays	Students will complete 3 substantial writing assignments: a modified literature review; a progress draft of their capstone paper; and a final capstone paper. These assignments are 3-4 pages, 5+ pages, and 15 pages in length. □	See Assignment descriptions for: Literature Review Progress Draft Final Capstone Paper (Labeled Literacy Criterion 4)
C-5 Students receive timely feedback	Students will receive two forms of feedback within 48 hours of posting. First, at least two peers will critically comment on their work. Second, students will receive individualized feedback from the instructor within 48 hours of the deadline in order to be incorporated into revisions and to assist with future assignments. Students receive this feedback on their Topic Statement, Refined	See stated intent for Peer Feedback and Instructor Feedback on Syllabus Pg. 6 under general information on assignments and under each assignment, pages 7-9. (Labeled Literacy Criterion 5)

	<p>Topic Statement, Literature Review, Preliminary Findings discussion post, and Progress Draft. Students will also receive feedback on their final submission, which will still be useful for post-course work.</p>	
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IDS 350 Military Studies Interdisciplinary Capstone Catalog Description

Students complete an interdisciplinary research or applied project relevant to national security using methods from history and political science.

IDS 350: Military Studies Interdisciplinary Capstone

ASUOnline | Asynchronous |

Course and Faculty Information

Course Description: Students complete an interdisciplinary research or applied project relevant to national security using methods from history and political science.

Credits: 3

Prerequisites: IDS 150; ENG 101, 105, or 107 (Literacy Criterion 1)

Completion of this course meets the L: Literacy and Critical Inquiry general studies requirement. Literacy is competence in written and oral discourse. Critical inquiry is the gathering, interpretation and evaluation of evidence.

Instructor: David Corlett, Ph.D., CSM

Contact Info: USE 252, (480) 965-1806, david.corlett@asu.edu

Office Hours: W/Th, 2-5 via Zoom

College Contact: This course is offered by the College of Integrative Sciences and Arts (CISA). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

Student Learning Outcomes

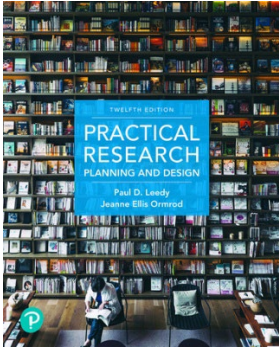
At the completion of this course:

1. Students will demonstrate associate's degree-level proficiency in written communication.
2. Students will demonstrate the ability to apply appropriate disciplinary approaches to the interpretation of an issue pertinent to military studies.
3. Students will successfully identify, evaluate, and synthesize information and ideas from diverse sources and disciplines. (Literacy Criterion 3)

Course Objectives

1. Students will learn and demonstrate the process of academic research through the refinement of a research topic, creation of a literature review, and presentation of a final position paper on an interdisciplinary topic related to military studies. (Literacy Criterion 3)
2. Students will construct a curated portfolio of artifacts from their military studies courses, demonstrating their breadth of knowledge.
3. Students will demonstrate competency in interdisciplinary questioning and analysis. (Literacy Criterion 3)

Textbooks, Required Readings and Materials



Paul D. Leedy and Leanne Ellis Ormrod, *Practical Research: Planning and Design*, 12th edition (Pearson: Upper Saddle River, 2021)

Additional content related to the research process will be provided within the course site. You will be acquiring the necessary resources for your specific research project

Course Access

Your ASU courses can be accessed by both my.asu.edu and asu.instructure.com; bookmark both in the event that one site is down.

Course Materials:

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Additional Requirements

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

Student Success

Online instruction offers scheduling flexibility that we all appreciate since there are no face-to-face meetings. However, in some ways student performance expectations are higher in an online environment than in a live class.

To be successful in this class, students must do the following:

- check the course daily
- read announcements
- read and respond to course email messages as needed. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.
- Always read and follow directions. It is extremely important that before you complete any of the quizzes or assignments that you first make sure to understand the instructions. The quizzes are set on a timer for 90 minutes and will automatically close once the time lapses. However, you will be given the opportunity to take each quiz TWICE, with the lowest score being dropped. Also, in many cases, you will be asked to meet a word or page minimum for assignments.
- complete assignments by the due dates specified. Don't fall behind, you may not be able to catch up. See the late policy for details on turning quizzes and writing assignments in late. Discussion board assignments will not be accepted late.
- Reread, edit, and revise every piece of writing before submitting it. The grades for each assignment will reflect both the command of class content, as well as the quality of writing. All assignments should be written in formal Standard English. In the digital age that we live in, it is easy to revert into short-handed, colloquial ways of communicating. The classroom (even in an online format) is a professional environment and our communication styles should reflect this.
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track. Good time management is critical. The modules are NOT set up to be completed at the last minute. You will be more successful if you pace yourself and give yourself enough time to produce quality work.
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

Grading

Use or modify the following example:

Your grade will be determined based on the following grading schema:

A	Percentage	Points Range
A+	100-97%	1000-970
A	<97-94%	969-940
A-	<94-90%	939-900
B+	<90-87%	899-870
B	<87-84%	869-840
B-	<84-80%	839-800
C+	<80-77%	799-770
C	<77-70%	769-700
D	<70-60%	699-600

E	<60%	599
EU	<60%	Failing Did Not Complete
EN	0%	Failing Never Participated

(Literacy Criterion 2)

Assignment	Point Value	Percent
E-Portfolio	100	10.0%
Proposed Topic Statement	75	7.5%
Peer Critical Feedback	25	2.5%
Refined Topic Statement	75	7.5%
Peer Critical Feedback	25	2.5%
Modified Literature Review	125	12.5%
Peer Critical Feedback	25	2.5%
Methodology	75	7.5%
Peer Critical Feedback	25	2.5%
Preliminary Findings Discussion Post	40	4.0%
Response Post	10	1.0%
Progress Draft	125	12.5%
Peer Critical Feedback	25	2.5%
Final Capstone Paper	250	25.0%
	1000	100.0%

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available **within 3 days of the due date in the Gradebook.**

Late or Missed Assignments

Because each assignment serves as the foundation for the next, timely submission is critical to your success. Assignment turned in after the deadline will lose 10% credit per day late (including weekends, holidays, etc.). No work will be accepted after the final day of the session. Only under extraordinary and well-documented circumstances will the late penalty be waived. Such situations must be brought to the instructor's attention immediately after they occur. Official documentation must be provided soon thereafter.

Follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Attendance Policy

As this is an asynchronous course, we do not have live class meetings. However, you are expected to engage in course materials and assignments on a weekly basis.

Follow the appropriate University policies to request accommodation for religious practices, or to request accommodation for missed assignments due to University-sanctioned activities or active military service.

Communicating with your Instructor and Classmates

Classroom Community

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

Community Forum

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 24 hours.

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Outline

The course is set out in 7 units. The module pages contain all necessary materials related to the research process, including readings, slides, videos, and assignments. Materials related to your specific research topic will be acquired by you through the ASU Library and other venues. You should complete the work in the order it appears in the unit—the assignments build on one another. You will find that assignments are due “along the way” to encourage steady and ordered progress through each unit and the course.

Because significant assignments are due at the end of each module, it is imperative that you engage in the course early each week. You cannot start late on the due date and hope to accomplish quality research and produce viable deliverables.

Module	Topic	Readings	Assignments
1	Introduction to Academic Research	Leedy and Ormrod, “The Nature of Tools and Research,” Chapter 1 of <i>Practical Research</i>	Initial E-Portfolio Proposed Topic Statement Peer Feedback
2	Refining Your Topic/ Library Resources Presentation	Leedy and Ormrod, “The Problem: The Heart of the Research Process,” Chapter 2 of <i>Practical Research</i>	Refined Topic Statement Peer Feedback
3	The Academic Conversation	Leedy and Ormrod, “Review of the Related Literature” and “Planning Your Research Project,” Chapters 3 and 4 of <i>Practical Research</i>	Literature Review Peer Feedback
4	A Plan for Research	Leedy and Ormrod, “Writing the Research Proposal,” “Descriptive Research,” and “Qualitative Research Methods,” Chapters 5, 6, and 8 of <i>Practical Research</i>	Methodology Peer Feedback
5	Preliminary Findings	Leedy and Ormrod, “Analyzing Qualitative Data,” Chapter 11 of <i>Practical Research</i>	Discussion Post Peer Responses
6	Analysis and Writing	Leedy and Ormrod, “Planning and Preparing a Final Research Report,” Chapter 13 of <i>Practical Research</i>	Progress Draft Peer Feedback
7	Closing out a Research Project	Purdue OWL, “APA Reference” (online)	Final Capstone Paper Finalized E-Portfolio

Assignment Details

Full details for each assignment can be found in Canvas. Each assignment is designed to lead you through the process of establishing a research plan and then carrying it out.

Please note the centrality of peer feedback to this course. In most Modules, we will hold workshops where you will share progress in small-group discussions. Additionally, Modules 1-6 include peer feedback assignments, where you will offer critical feedback and suggestions to several of your classmates and receive their input. It will be helpful to you to see how other students approach their projects and receive their suggestions. I will be providing detailed, individualized feedback on your submissions within 48 hours of the deadline. **You are expected to consider and incorporate ideas from all associated conversations into your subsequent submissions. (Literacy Criterion 5)**

Military Studies E-Portfolio: 10%

- You were introduced to the Military Studies E-Portfolio in IDS 150: Introduction to Military Studies. Over the course of your studies, you will collect a series of “artifacts” from your various classes. These could be argumentative papers, response papers, compiled discussion posts, proposals, policy papers, and even creative art.
- During the first module of this course, you will organize your artifacts into disciplinary areas. These will depend on the required and elective courses you completed—history, political science, philosophy, naval studies, etc.
- You will identify two of your previous artifacts (from two different disciplinary areas) as having potential for integration into a deeper, integrated research project. **This will form the basis for your capstone project in IDS 350 (see Proposed Topic Statement assignment).**
- At the **end of Module 7**, your E-Portfolio will be complete based on guidance available on our course Canvas page. In broad terms, it will include a **summative introduction (approximately 100-150 words), professional experience**, at least **8 artifacts spread across a minimum of 3 disciplinary areas**, and an **abstract of content for each disciplinary section (each abstract 100-150 words)**.
- You will receive feedback from me on your proposed topic statement within 48 hours of submission. **(Literacy Criterion 5)**

Proposed Topic Statement: 10% (Literacy Criterion 3)

- At the end of Module 1, you will present a summary of two topics selected from your initial E-Portfolio (from two different disciplinary areas) and how you believe they can be approached in conjunction to draw deeper conclusions.
- This Initial Topic Statement should be no more than 250 words. Additionally, you should identify at least four sources that may be used in your research. These sources may be those used previously in the creation of your original artifacts. These citations do not count toward your required length.
- Peer feedback on two classmates’ submissions is incorporated into the assignment. **(Literacy Criterion 5)**
- You will receive feedback from me on your proposed topic statement within 48 hours of submission. **(Literacy Criterion 5)**

Refined Topic Statement: 10% (Literacy Criterion 3)

- A topic statement is a clear and concise description (not a thesis statement or argument) of what you plan to research for your capstone project.
- At the end of Module 2 and after module workshops and exercises, you will submit a refined topic statement of no more than 500 words that provides 1) basic background and context on your topic and 2) proposed research questions. Additionally, you must identify at least three academic, secondary sources **beyond** any used in the creation of your original, related artifacts. These citations do not count toward your required length.
- Peer feedback on two classmates’ submissions is incorporated into the assignment. **(Literacy Criterion 5)**

- You will receive feedback from me on your proposed topic statement within 48 hours of submission. **(Literacy Criterion 5)**

Literature Review: 15% **(Literacy Criterion 3)** and **(Literacy Criterion 4)**

- A literature review (of secondary scholarly sources) allows you to address the most significant scholars in the fields, address main schools of thought and methodologies and can help you navigate from broad to focused topic. Ideally, once all the sources being reviewed are assembled, the writer will group them by theme, comparing and contrasting them in a way that gives the reader a true sense of the scholarly “conversation” surrounding the writer’s focused topic.
- For your literature review, discuss at least six scholarly, secondary sources in context. The focus should be on the arguments presented by the authors, the patterns/themes/subtopics apparent in their writing, and the connections between the sources. In other words, recreate the basic conversation(s) going on around your topic.
- Your literature review should be 750-1000 words in length (3-4 pages).
- Peer feedback on two classmates’ submissions is incorporated into the assignment. **(Literacy Criterion 5)**
- You will receive feedback from me on your proposed topic statement within 48 hours of submission. **(Literacy Criterion 5)**

Methodology: 10% **(Literacy Criterion 3)**

- Create a methodology, or a discussion of your plan of research, analysis of sources, and writing your capstone paper.
- In your methodology, you must pose your research question and then describe the broad process you intend to follow to conduct your research. Explain whether your approach is qualitative or quantitative and provide an overview of the methods/means/tools by which you will address your question.
- Conclude your summary paragraph with “I will answer my research question by exploring/investigating the following sub-questions.” In subsequent, individual paragraphs, pose a sub-question (no more than 3), and provide a brief list of the primary and secondary sources you will use to research and answer those questions.
- Your methodology should be no more than 2 pages in length (roughly 500-600 words)
- Peer feedback on two classmates’ submissions is incorporated into the assignment. **(Literacy Criterion 5)**
- You will receive feedback from me on your proposed topic statement within 48 hours of submission. **(Literacy Criterion 5)**

Preliminary Findings: 5%

- In module 5 you will create a discussion post of roughly 500 words. This is an informal presentation of your progress to date. Inform us of your
- Peer feedback on two classmates’ submissions is incorporated into the assignment. **(Literacy Criterion 5)**

- You will receive feedback from me on your proposed topic statement within 48 hours of submission. **(Literacy Criterion 5)**

Progress Draft: 15% **Literacy Criterion 3)** and **(Literacy Criterion 4)**

- This is intended as a first full “accounting” for your final capstone paper. Your submission should include a revised and expanded background and context (based on instructor feedback), a unified “essay” encapsulating your findings on at least one of your sub-questions, and an abstract with outline for the remaining sub-questions. It is understood that there will be gaps since you have another 1.5 weeks to research and write.
- Your progress draft should be at least 5 pages of new material.
- Peer feedback on two classmates’ submissions is incorporated into the assignment. **(Literacy Criterion 5)**
- You will receive feedback from me on your proposed topic statement within 48 hours of submission. **(Literacy Criterion 5)**

Final Capstone Paper: 25% **Literacy Criterion 3)** and **(Literacy Criterion 4)**

- All assignments to this point have directed you toward this final submission. The Final Capstone paper should: reflect your research on a question or problem of your choice related to military studies; demonstrate critical engagement with the relevant scholarship and primary sources on the topic; show an understanding of multiple disciplines in your approach; approach the subject analytically and argue a thesis effectively and logically; and reflect a deep understanding of the topic.
- Your Capstone Paper should be at least 15 pages of text in length. It must be properly sourced utilizing APA format. You will also submit a bibliography, which does not count toward your required length. The writing should be clear and coherent, meeting standards expected of an Associate of Arts graduate

Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

3 credit hours = 135 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
7.5 weeks	18 hours	135 hours

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Withdrawing as a Financial Aid Recipient, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the CISA Grade Appeals policy.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: ASU Student Resources for Academic Integrity or provost.asu.edu/academicintegrity for more information.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result

in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (<https://eoss.asu.edu/accessibility>)

Email: Student.Accessibility@asu.edu

SAILS Phone: 480-965-1234

SAILS FAX: 480-965-0441

Tutoring

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at EMAIL@asu.edu, or the faculty head, [<NAME>](#).

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

Practical Research: Planning and Design, 12th edition

Paul D. Leedy, Jeanne Ellis Ormrod



[Overview](#)

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