UNIVERSITY OF SOUTHERN MISSISSIPPI
COLLEGE OF SCIENCE & TECHNOLOGY
SCHOOL OF CONSTRUCTION
Industrial Engineering Technology

COURSE SYLLABUS
Course No.: IET 400
Section: G001
Title of Course: Senior Project
(A COMMUNICATION-INTENSIVE CAPSTONE COURSE)
Semester: Spring 2015

Instructor: Dr. MD Sarder
Office: 107 B, Science Building, Long Beach, MS
Email: md.sarder@usm.edu
Tel: 228.214.3237
Fax: 228.214.3241
Office Hours: Tuesday & Thursday 2:00pm – 6:00pm @ my office, and by appointments
Drop Date: April 1 is the last day to drop the class without Academic Penalty
Prerequisites: Must have completed all required IET classes or in the final year of the program or approval of the instructor of record.

I. Course Overview:

IET 400 is a communication-intensive\(^1\) and senior capstone experience course. This course requires students to perform an individual industrial engineering capstone project. The student must draw from knowledge gained from courses taken during undergraduate education, problem solving techniques, published work, and industry sources to complete the project. This capstone project consists of three components of equal weight. These components are project execution, technical report, and technical presentation. Students should consider the project to be their "best", so good that they can proudly present it to their prospective employers and be able to publish in top quality industrial engineering journals. IET 400 is part of the General Education Curriculum (GEC) of the University. As a consequence, the course fulfills the following GEC Student Learning Outcomes\(^2\):

---

\(^1\)The University of Southern Mississippi under its Quality Enhancement Program (QEP) requires communication-intensive courses. IET 400 is one of them. There are various resources available to achieve the QEP goals. There is tutoring help in The Writing Center and Speaking Center at the Cook Library, Hattiesburg campus. For faculty and students at the Coast, the Writing Center at the Gulf Coast Student Service Center is available.

\(^2\)It is required that “Capstone courses MUST assess 5,000 written words and TWO graded oral assignments PLUS at least one other GEC SLO (Student Learning Outcome) ...” In this course, the final reports fulfills the first
1. To apply the skills and knowledge in completing an industrial project that illustrates the usefulness of the IET curriculum (Typical tasks may include: library research, preliminary calculations, design drawings using CAD, economic analysis, engineering report, and working model or implemented solutions).

2. Total written deliverables must exceed 5,000 words, which include final report only. Other deliverables include a logbook, project proposal, draft and appendixes if any.

II. Course Description:

This course is designed to allow for a final assessment of Industrial Engineering Technology (IET) curriculum learning objectives, such as writing, speaking, critical thinking, quantitative reasoning, and the use of technology. Students complete a capstone project as a concrete demonstration of their mastery of the objectives. This course will engage students in active learning to develop critical thinking and communication skills. Students will become knowledgeable about an industrial problem and reasonable solutions based on thorough research and data collection and analysis. They will gain experience with cost-benefit considerations in implementing solutions and develop an understanding of industrial setting to include both the managerial and labor perspectives. This course will provide IET students with the opportunity to synthesize the knowledge they have gained through the program, connect the dots to see the big picture, and prepare them for the industry/research jobs or for graduate studies.

III. Prerequisite(s):

Must have completed all required IET classes or in the final year of the program or approval of the instructor of record.

IV. Course Objectives & Learning Outcomes:

The fundamental objectives of this course are to provide students training in comprehensive solution(s) of real-world IET problems, writing technical reports, and delivering technical presentations. A major goal of this course is to develop skills in technical writing and speaking communication. To achieve this goal, students will be asked to conduct a capstone project of their choice, using written report and an oral presentation. Students usually work on actual industrial engineering problems of their choice that require application of academic principles and techniques learned during the baccalaureate program. By the end of the semester, students should be able to finish a comprehensive project, handout a technical written report on the requirement, the weekly report to the advisor and his/her assessment about project completion comprise the other two graded oral assignments. The completion of a professional report and the final presentation open to the public are the two GEC student learning objectives.
IET 400 Syllabus: Spring 2015

project, and to compose and deliver a clear, convincing, and compelling speech about the project findings.

At the completion of this course, students should be able to:

- show an appropriate mastery of the knowledge, skills, tools, and techniques of industrial engineering technology
- apply creativity in the design of systems, components or processes appropriate to industrial engineering objectives
- identify, analyze and solve technical problems related to industrial engineering technology
- recognize the need for, and show the ability to engage in lifelong learning
- accomplish the integration of systems using appropriate analytical, computational, and comprehensive measures
- communicate information accurately and effectively in orally and in writing
- demonstrate verbal and written communication proficiencies at a level prevalent in industry

V. Course Communication:

The main mode of Course communication such as obtaining lecture notes, recorded lectures, and assignments and exams will be through Blackboard 9.1. The interaction between instructor and students, as well as one-to-one communication will be through Blackboard, students USM email, and assignment feedback or comments. Students may contact instructor physically during the office hours or any other time by appointment. The goal is to enhance the understanding of the course topics and comprehensive contents in area of Logistics Distribution Systems.

- For 24/7 Black Board help visit: http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8140
- You can also get help from LEC website at www.usm.edu/lec or email at lec@usm.edu

VI. Capstone Project General Guidelines and Requirements:

Students are expected to carry out the capstone project through from problem statement to implementation of solutions using creating utilization of industrial engineering methods and techniques. Where implementation is not possible within the course duration due to limitations of time or resources, a strong set of feasible recommendations are expected as the outcome of the senior project. After successful execution of the project, students are required to disseminate the project results in the form of a written report and a technical presentation.

__________________________

3Italic items are components of student learning outcomes related to the improvement of written and oral communication.
Students work with an advisor. This advisor can be any IET faculty member. The advisor helps the student select a project; he/she approves the project statement, project plan, and mid-term report, and provides overall supervision and advice. Projects should be of sufficient scope and content to justify three hours of credit on completion. A senior project generally demands approximately 200 hours of on-the-project effort, which is about 12 hours per week, excluding commuting time. As a guideline, these hours should be spent as follows:

<table>
<thead>
<tr>
<th>Tasks (Weights)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Execution (34%)</td>
<td>10</td>
</tr>
<tr>
<td>Project selection</td>
<td>10</td>
</tr>
<tr>
<td>Library/Internet search</td>
<td>20</td>
</tr>
<tr>
<td>Meetings with the advisor</td>
<td>10</td>
</tr>
<tr>
<td>Data collection and analysis</td>
<td>75</td>
</tr>
<tr>
<td>Finding solutions</td>
<td>20</td>
</tr>
<tr>
<td>Technical Report (33%)</td>
<td>40</td>
</tr>
<tr>
<td>Technical Presentation (33%)</td>
<td>30</td>
</tr>
</tbody>
</table>

Total: 200 hours

A snapshot of this course requirement is as follows:

- Project Approval (contains title, goal(s), and methodology)
- A Feasible Project Schedule
- Implementation Plan
- Selection of Tools and Techniques for professionally completing the project
- Cost-benefit Analyses
- Daily Log Book
- Documentation
- Technical Written Report
- Oral Presentation

Reporting and documentation

A. Project Log. A detailed project log (diary) should be kept to record the activities on daily basis. Entries should include the date, the task(s) carried out, names of individuals met or contacted, etc. The project log must be submitted along with the final report.

B. Project Statement. Within the second week of the semester, a project statement must be presented to the advisor who will approve it if satisfactory. The project statement will include the following:

1. Student's Name
2. Title of Project
3. A Brief Description of the project
A copy of the project statement signed by the student and advisor should be forwarded to the IET 400 instructor of record by the third week of the semester (see Class Schedule below for the exact date).

C. Project Plan. In the third week a written project plan showing the various "milestones" is submitted to the advisor. A signed copy will be given to the instructor of record at this same date. The plan should contain at least:

1. Statement of the problem. As unambiguous and concise as possible.
2. Project objective(s). These should be stated clearly so that their accomplishments can easily be measured or determined later on project completion.
3. Implementation plan. This should include the steps to be taken to meet the objective, the required resources and affirmation of their availability.
4. Time schedule. This should show the milestones for implementing the plan, preferably using a Gantt chart. The schedule should also include the dates for mid-term progress report as well as for the final report and presentation.

D. Weekly Report. An oral progress report or email should be made to the advisor every week. For the oral progress method, use the advisor's office hours or mutually convenient times for regular meetings.

E. Mid-term Report. During the midpoint of the semester, a typewritten progress report should be submitted to the advisor. This should include at least:

1. Status. Relate the status of the work (identify the activities completed to date, those in progress, and those yet to be undertaken). This should include an updated version of the Gantt or PERT chart.
2. Tentative Summary. A brief summary of the findings to date
3. Revisions (Optional). A revised project plan, if necessary

F. Final Report. The final report consists of a written report and an oral presentation. Final report (electronic and 2 bind copies) is due on May 6, 2012. The final report should be prepared in a professional manner. (See following sections for details)

VII. Writing Component of IET Capstone Course

This writing assignment is designed to achieve the student learning outcomes related to written communication improvement for Industrial Engineering Technology students. This assignment will
enhance students writing skills. In this assignment students will prepare and submit a technically written report about the capstone project work. The use of computers and analytical procedures during the development of the design project is extremely encouraged. You can use them not only for putting together your report, and your presentation, but also, more significantly, for drafting, conducting computer simulations, solving mathematical models, and other procedures that you might find necessary or desirable to support your proposed design. You are expected to exercise a meaningful level of creativity and originality in the integration of your final report.

**Preparation and Submission of Report:**

Students must meet all three types of requirements while preparing this assignment. Three types of requirements are material, structural, and mechanical. Material requirements focus on the intellectual content and quality of the assignment including technical content, clarity and conciseness, plagiarism, and logical reasoning. Structural requirements focus on report organization, appropriate uses of words, spelling, grammar, and style of writing. Mechanical requirements concentrate on formatting, physical appearance of the report, submission, and instructor imposed requirements such as length of the report.

Your writing should be clear, concise, to the point, and accurate. The report must be free from plagiarisms (See plagiarism section on the course syllabus). Cite other’s work appropriately. Do not copy and paste!! You will earn an “F” if you are caught on plagiarisms. Your final report outline should have at least the introduction, body and conclusion sections. Please review the “Technical Writing Guidelines for IET Students” carefully and/or review the sample report (from previous academic years and is available from the instructor) for detailed outline. Your report must be written in Standard English and free from spelling errors and grammatical errors. Review, re-review, peer review, and use technologies such as spell check, grammar check your draft to identify and correct these errors. You are encouraged to take USM Writing Center’s (See USM Writing Center section on the course syllabus) help to improve your writing skills. You may use available resources at the USM Writing Center to improve your grammatical competencies though Writing Center’s job is not to identify and correct your grammatical errors. You are suggested to review the “Checklist for Grammar & Punctuation” document available from your instructor to prepare your writing report.

The report should be typed double-spaced, 12 fonts, and 5000 words in length including appendices. For the formatting and citing references, please use IEEE standard format. Please see the schedule section for midterm progress report and final report. You must submit 2 copies of your final report as well as an electronic copy of your report. Your report must be spirally bind and should be printed on high-quality standard 8 ½” x 11” papers. Electronic copy must be in word format so that it can be checked using “Turnitin” software (See Turnitin section on the course syllabus) to detect plagiarism. You are welcome to contact me with any issues/problems, which may arise while you are working on the project.
Notes on Professionally Written Reports

A. Outline.
The report should include the following:

1. Title Page
2. Abstract Page
3. Table of contents
4. Introduction
5. Statement of the Problem
6. Objective(s)
7. Methodology or Procedure (should include data collection, analysis, results/findings, etc)
8. Recommendations
9. Implementation, if any, and its Effectiveness
10. Further Scope of Work
11. Conclusion(s)
12. References
13. Appendices (including a letter from the sponsoring organization)

B. General writing notes.
Use an accepted technical writing format (such as IEEE format). Be concise and consistent. Eliminate obvious details. Use terms and nomenclature that are standard within the field. Use consistent terminology and nomenclature within the report. When abbreviations are to be used, include their meaning in the first usage within the report. For example, “... computer-aided design (CAD)”. Use impersonal styles throughout; avoid personal pronouns. Use present tense to describe a diagram, table or piece of equipment. Use past tense to describe a procedure or an experimental result. Use correct spelling and punctuation. Proofread your work (and have another person proofread it after you).

C. Diagrams, Graphs and Tables
A professional report includes figures and tables whenever they aid in clearer presentation. Any relevant documentation such as drawings, sketches, computer programs, or tables generated during a project is included or referenced in the report or the appendices. Diagrams and graphs are prepared in black ink using drafting instruments or computer programs. Sketches and other free-hand renditions are not acceptable (except as historical data in the appendices). Tables are typed or computer generated in proper columnar form.

Use an initial capital letter when referring to a specific section, paragraph, figure, or table. Provide a distinct, clear, and self-explanatory title for each figure and table. Place figures and tables in the text as near as possible to the text that refers to the figure or table. Separate figures and tables at least ½” vertically from the text above and below the figure. Full-page figures or tables may be placed in landscape layout if necessary.
D. Equations and Calculations
Treat equations as mathematical sentences, and punctuate accordingly. Number only those equations that are referred to in the text. The numbers should be enclosed in parentheses and placed near the right margin. Place each equation or calculation on a separate line.

E. Printed Materials
Use 8.5” X 11” white bond paper. Tinted or specialty paper is not acceptable. Use a plain (not italic, cursive, etc.) typeface. Use a printer that gives a clear sharp image (this may mean using a laser printer). Allow 1” for top, bottom, and right margins; allow 1.5” for the left margin for binding. Only print on one side of the paper. Number pages, beginning with the first page of report text, using Arabic numbers, centered horizontally approximately one-half inch from the bottom of the page. If an appendix is more than one page in length, number the pages of the appendix with the appendix identifier and an Arabic numeral (e.g., For Appendix C, use page numbers C-1, C-2, etc.). Do not number the title, abstract, and reference pages.

F. Special Format for the Senior Project

1. Title Page.
   (2” from top)
   PROJECT TITLE
   (2”)
   A Report Presented to the
   Faculty of the Industrial Engineering Technology Program at the
   University of Southern Mississippi
   (2”)
   In Partial Fulfillment of the Requirements for
   IET 400
   (2”)
   by
   YOUR NAME
   DATE

2. Abstract. Center the abstract vertically on a page by itself. Center the word ABSTRACT horizontally, three spaces above the text of the abstract.

3. Reference List. Center the reference list vertically on a page by itself. Center the title REFERENCES horizontally, three spaces above the list.

4. Appendices. Begin each appendix on a new page. Center the title horizontally at the top of the first page of each appendix, three spaces above the text of the appendix.
VIII. Speaking Component of IET Capstone Course

In this course, students will be required to prepare and deliver a technical presentation on their capstone project. A substantial portion (33%) of their grade in this course will be based on their speaking performance. For effective presentations, students need to find efficient way of delivering contents with the help of technology and good organization. Most of the time, technical presentations are dominated by the content not by the style and format. In the capstone project presentations, engineering faculty members are looking for student’s clear understanding of concepts, implementation of theory into practice, and project findings in addition to structures, tools used, and delivery of their presentation.

General Requirements for Speaking Assignment

On the final week of the regularly scheduled classes all capstone projects of Industrial Engineering Technology Program for that semester will be presented. Each project will be allocated thirty minutes for a presentation that should follow professional style. Fifteen minutes to twenty minutes are for presentation and rest of the thirty minutes are for discussions. Students may conceive of the talk as a conference talk. The creative use of technologies such as PowerPoint slides, transparencies, video film of the process/problem investigated, photographs, prototypes, computer animation, or other tools and techniques are suggested to enhance the quality of presentation. The major task in this presentation is to disseminate your project results with the audience accurately and effectively. Detail descriptions of the presentation and criteria for evaluation will be discussed well in the beginning of the semester.

Students must sign up with the instructor of record for the time of their presentations. Arrange for the equipment needed with help from the advisor and/or instructor of record. Senior project students must attend all the presentations at least on the day they present their own. Students are encouraged to invite representatives from their sponsoring organization to their presentations. Please notify the instructor of record if such representatives will be attending. IET majors are encouraged to attend the senior project presentations to “have a taste of it”. A snapshot of recommended tasks for this technical presentation is as follows.

Recommended Major Tasks

1. Choose a topic for the capstone project
2. Research chosen topic – This is done in the execution of capstone project.
3. Organize findings. Exhibit sound organization—a clear purpose adequately supported by main ideas that are easily identified
4. Prepare and practice presentation
5. Make use of adequate and dependable supporting materials
6. Creative uses of technologies in the presentation
7. Deliver presentation that discusses key components of the capstone project. Keep in mind that presentation will only be 15-20 minutes.
8. Chose extemporaneous delivery style
9. Use of interactive component that engages and challenges the audience
10. Lessons learned for continuous improvement
Preparation and Delivery of Oral Presentation:

The primary objective of this oral presentation is to disseminate capstone research methodology and project findings to selective audience which include your instructor, fellow students, and may include industry experts or other professors. Please bear in mind that this selective audience will be listening to you - you owe them a good presentation, one that is clear, understandable, well-planned, organized, and informative. To meet the primary objective of this assignment you need to be very careful in preparing and delivering your presentation.

Preparation is a long process. You need to spend enough time and effort for this process. If you wait until the night before to put together your speech, your grade will suffer. This speaking assignment will give you feedback at various levels of speech preparation. You need to plan for creative uses of technologies to augment your presentation. An effective presentation outline will help you to streamline the delivery process. Your final presentation outline should have at least the introduction, body and conclusion sections.

1. The introduction – where you give general information and background to your research project. This is where you say what you set out to do and give some idea of the context, purpose and overall concept of your project.
2. The body – where you identify, describe and demonstrate the specific strengths and special features of your work. You will clearly describe your research methodology, data analysis, and your contribution. This is your chance to direct the audience to the aspects you want them to notice.
3. The conclusion – where you summarize how the features you have highlighted fulfill the brief and the overall objectives.

For the detail guidelines to prepare and to deliver your presentation you must review the “Technical Speaking Guidelines for IET Students” available from your instructor. The technical speaking guidelines laid out a series of activities associated with pre delivery, delivery, and post delivery stages. You are highly encouraged to take USM Speaking Center’s (See USM Speaking Center section on the course syllabus) help to improve your speaking skills. USM Speaking Center provides printed tips and live help to prepare and deliver your presentation. The center has space and equipment for your mock presentation so that you can review your own presentation and improve for the final.

Remember, you are allowed to speak 15 to 20 minutes and handle 5 to 10 minutes question - answer session. Your presentation slides must be written in Standard English and free from misspelling, repeated words, and missing words. Review, peer review, and practice your presentation. You must cite references and use IEEE standard for reference citation. Midterm presentation is due on the week of midterm exam and final presentation is due on the last week of the classes. You need to discuss with your instructor to finalize the exact date and time of your presentation. You must provide a handout to your instructor prior to your presentation. You are welcome to contact me with any issues/problems which may arise while you are working on the project.

IET 400 Syllabus: Spring 2015
IX. Class Schedule

1.12.15  Semester starts
1.15.15  Detail explanation of course requirements and expectations
Start project log (record time spent on the project on a daily basis)
1.22.15  Assignment (Paper reviews) due to the advisor
Proposal Statement due to the advisor
Report advisor-student pairing to the instructor-of-record
1.29.15  Project plan due to the advisor
Find companies/sources of your project data
Written project plan due to the instructor of record
Signed proposal due to instructor of record
Continue to meet weekly with the advisor
2.05.15  Revise project plan if necessary
3.20.15  Midterm report due to the advisor
3.23.15  Midterm report due to the instructor of record, advisor acceptance
4.02.15  Midterm presentation
4.16.15  Draft copy of final report due to the advisor
4.23.15  Detail feedback on draft report returned to students for corrections
5.03.15  Turn in the (original) final report and log book to the advisor
Send the final report (2 bind copies) to the advisor
Schedule project presentation time slot with the instructor of record
Notify instructor-of-record of expected guests (company representatives)
Invite the company guests to attend the presentation (online)
5.04.15  Record your 15-20 minutes presentation using Blackboard Collaborate by this date.

X. Reference Book:

Industrial Engineering Handbook (current edition), Zandin or
Handbook of Industrial Engineering (current edition), Salvendy

XI. Basis for Student Evaluation:

The following table displays the percentage breakdown of the required assessments for IET 400:

<table>
<thead>
<tr>
<th>Capstone Preparation &amp; Research Work</th>
<th>34%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments – Paper reviews, project statement &amp; plan, program evaluation survey, QEP compliance, external evaluation, etc (30%)</td>
<td></td>
</tr>
<tr>
<td>Complete log book – Weekly and final submission (50%)</td>
<td></td>
</tr>
<tr>
<td>Electronic and 2 bind copy submission (20%)</td>
<td></td>
</tr>
</tbody>
</table>

\(^4\)Consider the advisor’s suggestions to improve the write-up. Also seek help from the writing center resources in preparing the draft and the final report.
Grading Scale:
The final grade is based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
</tr>
</tbody>
</table>

To receive credit for the Senior Capstone Experience, students must receive a grade of “C” or better. Professional work, language, and conduct are required at all times. They will be considered during the grading process.

Grading Written Project Report:

This assignment carries a substantial (33%) portion of your course overall grade. You are required to submit your midterm progress report due on March 24 and final report due on the final week. Midterm progress report accounts for only 10% of total writing assignment grade. Progress report is very helpful to guide you to finish with a very good final report. All graded reports will be returned to students promptly to improve their writing skills. This assignment will be judged on the basis of four criteria. They are content, organization, style, and format. Among all criteria, content of the report will be heavily weighted. Grammatical and spelling errors will be considered to be major errors. Please be sure your paper is free of typographical errors and omissions before submitting it. You are encouraged to self assess your assignment before final submission using the “Self-assessment checklist” available from your instructor. Attached “Grading Rubric for Technical Writing Assignments” will be used to grade the writing assignment.
Grading Speaking Assignment:

This assignment carries a substantial (33%) portion of your course overall grade. You are required to present a midterm presentation and a final presentation on time. Midterm presentation accounts for only 10% of total speaking assignment grade but they are very helpful to prepare you for the final presentation. Speaking assignments and outlines will be graded on content, organization, creative uses of technology, and delivery. Among all, content of the presentation will be heavily weighted. An unexcused absence on your assigned speech day will result in a ZERO for that assignment. Documented illness or emergencies are the only exceptions to this policy!! If one of these situations occurs, you must contact the instructor immediately to not be penalized. NO MAKE-UP work will be accepted without proper documentation and communication with the instructor. Attached “Grading Rubric for Technical Writing Assignments” will be used to evaluate your speaking assignment.

XII. General Policies/Guidelines:

- If you require an accommodation based on disability, please meet with me in the privacy of my office, during the first week of the semester, to make sure you are properly accommodated.
- All tests and quizzes are open book, closed notes.
- Students must work alone on tests and quizzes.
- Selected exercises from the text will be assigned as homework. These homework assignments may be collected and graded. When homework is assigned, you will be told whether it will be collected and graded. Recommendation: Do the homework - it will help you learn.
- Students need to individually turn in homework assignments and term paper, e.g. one assignment turned in per student with your name on it. However, homework can be worked jointly with other students.
- No makeup for quizzes, home works, and tests.

USM RESOURCES

WRITING CENTER

The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. The center offers one-to-one writing instruction that’s designed to help students become a more effective writer. The center offers tutorial service on a walk-in basis or by appointment (on the hour for an hour). In each session, a tutor talks with students about their writing project, asking them questions that will help students clarify their thoughts, specify their purpose, and decide how to proceed. Tutors do not write papers for students but they will help students find ways to develop their ideas more fully and express them more effectively.

Sites of Operation

The Hattiesburg Writing Center
SPEAKING CENTER

The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students, faculty, and staff. The Speaking Center at the USM could be a great help for the students of Industrial Engineering Technology to prepare, organize, and deliver their presentations. I consider the Center to be an extension of the class. The center is a space to refine your skills, address questions, and practice your speeches. The tutors of the speaking Center are there to help you with your speeches. Students who make regular use of this resource become better speakers and do better on their assignments. You can visit the center’s website to access tips on various areas of improving your presentation, making appointments with tutors, and arranging mock presentation at www.usm.edu/speakingcenter

Sites of Operation

The Speaking Center
Hattiesburg Campus
Cook Library, Room 114
601-266-4965
speakingcenter@usm.edu

The Speaking Center
Gulf Park Campus
Gulf Park Library, Suite 107
228-214-3413
Casey.Maugh@usm.edu

USM STUDENT HANDBOOK

Academic Dishonesty

It is the philosophy of The University of Southern Mississippi that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

The following is from the USM Undergraduate Bulletin:
“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.” My choice is to give you an F in the course if I discover that you are cheating!!

Students must send the instructor an e-mail using the course web site e-mail stating that they understand USM’s academic honesty policy and also understand that if they do not uphold the standards of academic honesty, the instructor will enforce all applicable punishment.

Plagiarism

Plagiarism is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Whenever you paraphrase, summarize, or take words, phrases, or sentences from another person's work, it is necessary to indicate the source of the information within your paper using an internal citation. It is not enough to just list the source in a bibliography at the end of your paper. Failing to properly quote, cite or acknowledge someone else's words or ideas with an internal citation is plagiarism.

Students are required to complete the Plagiarism Tutorial accessible to the USM Libraries, at http://www.lib.usm.edu/legacy/plag/plagiaristutorial.php within the second week of their classes.

Statement of “Turnitin” Use

Turnitin is recognized worldwide as the standard in online plagiarism prevention. Turnitin’s comprehensive plagiarism prevention system lets instructors quickly and effectively checks all of their students’ work in a fraction of the time necessary to scan a few suspect papers using a search engine. The University of Southern Mississippi is using this software to detect, deter, and reduce plagiarisms in student’s writing assignments.

Students are required to turn their assignment electronically in MS word or PDF format which is compatible to check against plagiarisms using Turnitin software. Your assignment will be checked for plagiarism randomly.

ADA Syllabus Statement

If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by the ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address:

Hattiesburg:
The University of Southern Mississippi
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished -4pts</th>
<th>Proficient -3pts</th>
<th>Limited -2pts</th>
<th>Unsatisfactory -1pt</th>
<th>Weights</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>• Clearly stated objectives and methodologies</td>
<td>• Clearly stated objectives and methodologies</td>
<td>• Unclear objectives and methodologies</td>
<td>• Missing objectives and methodologies</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interesting, sophisticated, insightful idea development</td>
<td>• Interesting idea development</td>
<td>• Unstructured idea development</td>
<td>• Absent or ineffective idea development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presented adequate information</td>
<td>• Presented adequate information</td>
<td>• Presented inadequate information</td>
<td>• Provided no supporting illustrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provided enough supporting illustrations</td>
<td>• Provided enough supporting illustrations</td>
<td>• Provided some supporting illustrations</td>
<td>• Vague or missing evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Detailed, accurate, and convincing evidence</td>
<td>• Sufficient and accurate evidence</td>
<td>• Uneven evidence</td>
<td>• Inaccurate information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No misleading information</td>
<td>• No misleading information</td>
<td>• Disconnected information</td>
<td>• Lacks credibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Was honest throughout the report (no plagiarism/no lying)</td>
<td>• Was honest throughout the report (no plagiarism/no lying)</td>
<td>• Some what credible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>• Presented information in a comprehensive and logical manner</td>
<td>• Presented information in a logical manner</td>
<td>• Presented information in a distorted manner</td>
<td>• Presented information in a random basis</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing was focused to intended audience</td>
<td>• Writing was focused to intended audience</td>
<td>• Writing was not focused to intended audience</td>
<td>• No objectives or conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Started with clear objectives and finished with clear conclusion</td>
<td>• Started with clear objectives and finished with clear conclusion</td>
<td>• Ineffective transitions</td>
<td>• Absent of transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Smooth and effective transitions</td>
<td>• Smooth transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>• Clear, concise, to the point but comprehensive writing</td>
<td>• Clear, concise but comprehensive writing</td>
<td>• Some what comprehensive writing</td>
<td>• Not Clear nor comprehensive writing</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Free from grammatical and spelling errors</td>
<td>• No more than two grammatical and spelling errors</td>
<td>• No more that five grammatical and spelling errors</td>
<td>• More than five grammatical and spelling errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Used words - appropriate to the intended readers</td>
<td>• Used words - appropriate to the intended readers</td>
<td>• Used uneven words to the intended readers</td>
<td>• Used incorrect punctuation, no spacing, and long sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Used proper punctuations, proper spacing, and short sentences</td>
<td>• Used proper punctuations, improper proper spacing, and short sentences</td>
<td>• Used proper punctuations, improper spacing, and long sentences</td>
<td>• Unclear to task and audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Distinctive voice, appropriate to task and audience</td>
<td>• Clear and authentic to task and audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>• Followed all IEEE standard formatting guidelines</td>
<td>• Followed all but one IEEE standard formatting guidelines</td>
<td>• Followed all but two of the IEEE standard formatting guidelines</td>
<td>• Followed some or no IEEE standard formatting guidelines</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Report did not exceed 20 pages</td>
<td>• Report did not exceed 20 pages</td>
<td>• Report exceeds 20 pages</td>
<td>• Report did not meet all aspects of the assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Report meets all aspects of the assignment</td>
<td>• Report meets all aspects of the assignment</td>
<td>• Report exceeds 20 pages</td>
<td>• Late or no submission</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Submitted on or before the deadline</td>
<td>• Submitted on or before the deadline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Unsatisfactory - 1pt</td>
<td>Limited - 2pts</td>
<td>Proficient - 3pts</td>
<td>Distinguished - 4pts</td>
<td>Weights</td>
<td>Score</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Content</td>
<td>• Topic not clear.</td>
<td>• Information is connected to topic.</td>
<td>• Clear topic.</td>
<td>• Abundance of relevant material that is well connected to the topic.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Information is irrelevant.</td>
<td>• Information is relevant.</td>
<td>• Information is relevant and clear points are made.</td>
<td>• Information is appropriate to needs &amp; knowledge of audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Information is too technical or too simple for audience.</td>
<td>• Information includes some appropriate vocabulary and contains some examples.</td>
<td>• Good use of examples.</td>
<td>• Excellent use of examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Information may be repetitive.</td>
<td>• Information shows variation, but limited originality.</td>
<td>• Good use of variety and use of materials.</td>
<td>• Very original presentation keeps audience attention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No use of examples.</td>
<td>• Presentation is approaches right amount of time.</td>
<td>• Good use of specified time frame.</td>
<td>• Presentation fits smoothly within the specified time frames.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherence &amp; Organization</td>
<td>• No clear introduction.</td>
<td>• Provides brief introduction and attempts to state purpose &amp; outline.</td>
<td>• Clear introduction with statement of purpose and description of outline.</td>
<td>• Introduction catches audience attention and clearly demonstrates purpose and plan.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disjointed, with no logical flow.</td>
<td>• Some organized information yet lacks clear transitions.</td>
<td>• Material presented in a logical sequence, and</td>
<td>• Very original presentation that easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Visual Aids (if applicable)</strong></td>
<td>• No use of required visual aids to support presentation.</td>
<td>• Limited use of required visual aids.</td>
<td>• Appropriate use of required visual aids.</td>
<td>• Required visual aids are integrated well into presentation. Aids are creative and support the information effectively.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Presentation does not capture or hold audience's attention.</td>
<td>• Uses a little humor, imagination and creativity to capture and hold audience's attention.</td>
<td>• Uses some humor, imagination and creativity to capture and hold audience's attention.</td>
<td>• Uses humor, imagination and creativity effectively to capture and hold audience's attention.</td>
<td></td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>• Questions from audience not answered or handled well.</td>
<td>• Volume is too loud or too soft.</td>
<td>• Volume is appropriate.</td>
<td>• Volume is used for effect.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>• Rate is too slow or fast.</td>
<td>• Rate is varied for effect.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>slow or too fast.</td>
<td>• Some mumbling or mispronunciation.</td>
<td>• No mumbling and pronounces most words correctly.</td>
<td>• No mumbling and correct, precise pronunciation.</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Mumbles or mispronunciation of words.</td>
<td>Reads with no eye contact.</td>
<td>• Reads most of presentation with occasional eye contact.</td>
<td>• Refers to notes &amp; maintains sufficient eye contact.</td>
<td>• Refers to notes and uses effective eye contact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language denotes too much nervousness.</td>
<td>Few or inappropriate gestures.</td>
<td>• Body language denotes some nervousness.</td>
<td>• Body language shows some confidence.</td>
<td>• Confident body language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation too short / long.</td>
<td>• A little too short or long.</td>
<td>• Within time guidelines.</td>
<td>• Within time guidelines.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>