



Please, click on the following link to access A&M-Commerce COVID-19 Information, <https://new.tamuc.edu/coronavirus/>

CJ480.01W – Senior Seminar in Criminal Justice

COURSE SYLLABUS: Spring 2023
January 17, 2023 – May 12, 2023

INSTRUCTOR INFORMATION

Instructor:	Dr. Willie Edwards, Associate Professor
Office Location:	McDowell Business Admin Bldg., Rm 102a
Office Hours:	Virtually
Office Phone:	(903) 886-5331
Office Fax:	(903) 886-5330
University Email Address:	willie.edwards@tamuc.edu
Preferred Form of Communication:	(email)
Communication Response Time:	(within twenty-four hours during the weekday)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required book (this book cannot be secured from the university bookstore, student will have to employ other options, for example contacting Amazon Books, or the publisher):

Copes, Heith and Pogrebin, Mark. 2017. Voices from Criminal Justice: Thinking and Reflecting on the Sysem. 2nd ed. Routledge. ISBN: 978-1-138-19347-5

Students are encouraged to secure an Introductory to Criminal Justice book which will serve as the review source for this class. Attempting to go through the class successfully without an introductory criminal justice book will not work.

Supplementary Readings:

Courtright, K.E., & David A. Mackey, D.A. 2004. "Job desirability among criminal justice majors: Exploring relationships between personal characteristics and occupational attractiveness." *Journal of Criminal Justice Education* 15(2):311-326.

Tartaro, C., & J.T. Krimmel. 2003. "The effect of race on criminal justice students' career choices." *American Journal of Criminal Justice* 28(1): 109-124.

Suggested Readings (some of these may be given as handouts):

Gabbidon, S.L., E. Penn, & W. Richards. 2003. "Career choices and characteristics of African-American undergraduates majoring in criminal justice at historically black colleges and universities." *Journal of Criminal Justice Education* 14(2): 229-244.

Krimmel, J.T., & C. Tartaro. 1999. "Career choices and characteristics of criminal justice undergraduates." *Journal of Criminal Justice Education* 10(2): 277-289.

Walters, G.D., & J. Kremser. 2016. "Differences in career aspirations, influences, and motives as a function of class standing: An empirical evaluation of undergraduate criminal justice majors." *Journal of Criminal Justice Education* 27(3): 312-323.

(Note, these citations are written in the American Sociological Association [ASA] style rather than the American Psychological Association [APA] style. For your research paper you will be required to use the APA style.)

More Supplementary Readings (if desired by any student):

Work in Criminal Justice: An A-Z Guide to Careers. Debbie J. Goodman & Ron Grimming. Pearson/Prentice Hall, 2007.

Careers in Criminology. Marilyn Morgan. Roxbury Park-Lowell House Publishing, 2000.

Jumpstarting Your Career: An Internship Guide for Criminal Justice. Dorothy Taylor, Prentice Hall, Inc., 1999.

Seeking Employment in Criminal Justice and Related Fields. 2nd edition, J. Scott Harr & Karen M. Hess, West Publishing Co., 1996.

COURSE DESCRIPTION

Catalog Description: CJ 480 – Senior Seminar in Criminal Justice

Hours: 3

A review and discussion of significant current research and case studies in the criminal justice field. Examination and application of methods of transferring theoretical perspectives, knowledge, and skills from academics to the work environment. An overview of career opportunities, resume preparation, and job interviewing skills. Prerequisite: **CJ 1301**, declaration as a Criminal Justice major, and completion of at least 90 semester hours.

The syllabus/schedule are subject to change.

Course Description:

This course is the last required class for a criminal justice major. Students have the choice of taking this course or CJ 470 Criminal Justice Internship. Both classes are responsible for reviewing and presenting a survey approach of all the criminal justice courses (major core courses) the student has taken. This particular course summarizes the student exposure and experience to the criminal justice field. Although this course re-captures in a brief way the criminal justice information to which the student has been introduced, this specific class also adds a dimension of professional socialization.

This course will focus on areas and final experiences such as addressing work environment, career opportunities, resume preparation, job interviewing and a final glance at the theoretical perspectives and operations of criminal justice.

In addition to gaining experience within a criminal justice agency, this course will be used as an exit class for the major. In other words, this course will serve as the culmination of what the student has learned across all of his/her criminal justice courses. A strategic goal of this class, not only to expose the student to the professional arena of criminal justice, but its goal is to summarize and present an overall picture of what the student has learned as he/she has matriculated here at Texas A&M University-Commerce.

Course Goals:

The goals for this course have been divided into four distinctive domains: the accumulation of information, appraisal of accomplishments, individual development, and professional growth. The Professor will work to achieve these goals as best as possible, even though this class is an online class.

Course Objectives:

1. Each student will have his/her knowledge base of the criminal justice system assessed.
2. Students will be exposed to information detailing a properly written resume, cover letter, and reference letter.
4. Students will have an opportunity to practice the professional jargon used within an the criminal justice field and to an extent within various criminal justice agencies.
5. Students will practice or employ accumulated knowledge about the criminal justice field, the profession through the fulfillment of various assignment during this course.

Student Learning Outcomes:

1. Students will be able to describe in written and oral forms the function(s) of the criminal justice components.
2. Students will develop a resume appropriate for a prospective job or to carry to an interview.
3. Students will demonstrate their accumulated knowledge gained from the criminal justice curriculum by earning a successful (70% or better) grade on two survey exams over criminal justice.
4. Students will demonstrate their gained experience in how to synthesize knowledge of the criminal justice system.
5. Students will be exposed to important issues and concerns in criminal justice, and be able to participate in any form (oral or written) where they can elaborate on current criminal justice

The syllabus/schedule are subject to change.

topics.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

The class will use the D2L learning management system. Students in the class may be required to use or be able to perform tasks employing Microsoft Word, PowerPoint, and using presentation and graphics programs, etc.

Instructional Methods

Instructional / Methods / Activities Assessments

Grading

Course Possible Points:

The following grade scale will be used:

- A = 885 – 796 pts.
- B = 795 – 708 pts
- C = 707 – 619 pts.
- D = 618 – 513 pts.
- F = 512 and below

Student Responsibilities or Tips for Success in the Course

Tips on How to be Successful in this Class:

1. Be very focus and involved during the internship, learning as much as possible about the agency and show interest.
2. Perform the tasks or assignments given while at the agency to the best of your ability.
3. Complete all the class assignments on time.
4. Achieve a good evaluation from the host agency.

Assessments

These methods of assessments will assist us in measuring the accomplishment of the Student Learning Outcomes:

1. *Students will be able to describe in written and oral forms the function(s) of the criminal justice components...* (participating in the class discussions; writing on criminal justice topics in class or as research papers; and completing essay exam).
2. *Students will develop a resume appropriate for a prospective job...* (developing this resume

The syllabus/schedule are subject to change.

and additional material will satisfy one of the Student Learning Outcome).

3. *Students will demonstrate their accumulated knowledge gained from the criminal justice curriculum...*(completing successfully on the essay and objective exams will allow the students to complete this Student Learning Outcome).

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

The syllabus/schedule are subject to change.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Contact of Professor:

Students wishing to contact the Professor should visit his office during the stated office hours or make an appointment. Students may also contact the Professor using the office telephone number or the email, both are provided on the first page of this class syllabus.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously. Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation of stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Sites that address plagiarism and how to avoid it: <http://www.plagiarism.org> or <http://www.unc.edu/depts/scweb/handouts/plagiarism.html>.

Students should be doing everything within their power to become better equipped to secure employment within the field, and therefore should maintain a good attitude and desire to learn as much as possible as they prepare to graduate from this university.

The professor will communicate with students through using the individual email address through the MyLeo system. Students should make sure they frequently check their email address.

A student may drop a course by logging into their MyLeo account and clicking on the hyperlink labeled 'Drop a Class' from among those choices found under the MyLeo section of the Web page.

It is the student's responsibility to be aware of the rules or policies relating to withdrawal or "X." You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

The syllabus/schedule are subject to change.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

The syllabus/schedule are subject to change.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The syllabus/schedule are subject to change.

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

Threaded Discussions will be done online, all due on Saturday..

Week One January 17, 2022 - January 22, 2023	<p>Use first week to review the course; allow students to introduce themselves, to identify their ideal professional job they would like to have; ask them to share what they expect to gain from this course</p> <p>Threaded Discussion # 1(due Sat., 9/3): Describe your ideal professional job and elaborate on why you would want such a position.</p>
Week Two Jan 23, - Jan 29, 2023	<p>Required Reading - Courtright, K.E., & David A. Mackey. 2004. "Job desirability among criminal justice majors: Exploring relationships between personal characteristics and occupational attractiveness." <i>Journal of Criminal Justice Education</i> 15(2):311-326.</p> <p>Threaded Discussion # 2 (due Sat., 9/10): Develop in your own words a definition of criminal justice, and in the process elaborate on the importance of each component functioning in unity. This is a two-fold task, so make sure you perform both requests.</p>
Week Three Jan 30, - February 5, 2023	<p>Required Reading - Hiller, M.L., C. Salvatore, & T. Taniguchi. 2014. "Evaluation of a criminal justice internship program: Why do students take it and does it improve career preparedness?" <i>Journal of Criminal Justice Education</i> 25(1): 1-15.</p> <p>Class Writing # 1 (due Thurs., 9/15): What is the difference between criminal justice and criminology, then elaborate on how they complement each other as two disciplines.</p> <p>Threaded Discussion # 3 (due Sat., 9/17): Point out one significant idea from each of the research articles by Courtright & Mackey (2004) and Hiller, Salvatore & Taniguchi (2013). Be clear and detail.</p>

The syllabus/schedule are subject to change.

Week Four Feb 6, - Feb 12, 2023	<p>Required Reading - Jones, M., & H.S. Bonner. 2016. "What should criminal justice interns know? Comparing the opinions of student interns and criminal justice practitioners." <i>Journal of Criminal Justice Education</i> 27(3): 381-409</p> <p>Threaded Discussion # 4 (due Sat., 9/24): You are seeking a degree to work some place within the criminal justice system. How do you think such a degree will aide your professional success?</p>
Week Five Feb 12, - Feb 19, 2023	<p>Required Reading - Tartaro, C., & J.T. Krimmel. 2003. "The effect of race on criminal justice students' career choices." <i>American Journal of Criminal Justice</i> 28(1): 109-124.</p> <p>Threaded Discussion # 5 (due Sat., 10/1): Race, racism, and race-relations as they relate to the criminal justice system have become very common topics today, what is your take/position on this overall topic?</p>
Week Six Feb 20, Feb 26, 2023	<p>Required Reading - Marciniak, L.M., & A. D. Elattrache. 2020."Police chiefs' opinions on the utility of a college education for police officers." <i>Journal of Criminal Justice Education</i> 31(3): 436-453.</p> <p>Class Writing # 2 (due Thurs., 10/6): Although the police (law enforcement) is seen as the "gatekeeper" to the criminal justice system, the District Attorney is the person (office) that actually determines who or what offender may move into the "criminal justice funnel." Explain why this statement or idea may be true, use a resource or reference to support your reply.</p> <p>Threaded Discussion # 6 (due Sat., 10/8): After reading the Marciniak and Elattrache's article, what is your thought about police departments requiring officers to have at least a bachelor's degree? In that discussion express your thought about whether having a degree may influence or assist the officer in performing his or her job/duties.</p> <p>Begin coverage of cj components - Police (law enforcement) Students should begin reading the chapters on policing in their introductory criminal justice book.</p>
Week Seven Feb 27, March 5, 2023	<p>Required Reading - Continue reading police chapters in introductory criminal justice book.</p>

	<p>Threaded Discussion # 7 (due Sat., 10/15): "Defund the Police," is a popular theme or target now. What is your thought or reaction to this out cry from some of the population? You can argue emotionally, but you should also read some published information to obtain a true sense of the meaning of this theme, or at least derive that it has several meanings to different people. What is your thought?</p>
<p>Week Eight Mar 6, - Mar 12, 2023</p>	<p>Required Reading - Morgan, M.A, M. W. Logan, & T. M Olma. 2020. "Police use of force and suspect behavior: An inmate perspective." <i>Journal of Criminal Justice</i> 67(?): 1-10.</p> <p>Threaded Discussion # 8 (due Sat., 10/22): Highlight (identify) one item of interest from he Morgan, Logan, & Olma's research article. Be specific and impressive!</p> <p>Introduce Courts review discussion: begin reading the chapters from the introduction to criminal justice textbook on the courts and personnel, environment and functioning.</p>
March 13 – 17, 2023	SPRING BREAK
<p>Week Nine Mar 20, - Mar 26, 2023</p>	<p>Required Reading -</p> <p>Class Writing # 3 (due Thurs., 10/27): The reading or an assignment on any facet of policing during this time is likely to be sensitive. My take or position is that during this time it is good to read any research on policing for its informational sake. Having read Morgan and associates' research, use their information to answer/discuss the following idea: that the police officer(s) and citizen (or suspect) bring a number of social and/or demographic variables to their encounter, interaction; what information from this article provides you with an insight about how that encounter/interaction may occur or be transacted? Demonstrate that you read the article by providing some details about how that encounter/interaction may occur. Put as much as possible into your own words or paraphrase.</p> <p>Threaded Discussion # 9 (due Sat., 10/29): How many court levels are there, identify them and spend time describing the function of the courts in one of those levels.</p> <p>Continue Courts review discussion</p> <p>Share information about Resume Writing (cover & reference letter)</p>

The syllabus/schedule are subject to change.

Week Ten Mar 27, - April 2, 2023	<p>Required Reading - Clair, M., & Winter, A.S. 2016. "How judges think about racial disparities situational decision-making in the criminal justice system." <i>Criminology</i> 54(2):332-359.</p> <p>Threaded Discussion # 10 (due Sat., 11/5): You may not agree with either research article (Morgan et al., 2020, "Police use of force...;" or Pollock & Menard, 2014, "Perceptions of unfairness..."), but it is essential that in criminology, sociology, and criminal justice that such research is conducted. State your opinion (and it is your opinion to which you are entitled) about the use or necessity of social research of this nature (topic).</p> <p>Introduce Corrections review discussion</p>
Week Eleven Apr 3, - Apr 9, 2023	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Threaded Discussion #11 (due Sat., 11/12): How many parts, or units exist within the correction component of the criminal justice system, identify (name) them and describe their function(s).</p> <p>Continue Corrections review discussion;</p> <p>Resume (cover & reference letters) Assignment Due: November 10, 2022 by 11:59pm</p> <p>Share information on Research paper, provide any handouts</p>
Week Twelve Apr 10, - Apr 16, 2023	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Class Writing # 4 (due Thurs., 11/17): The authors Clair & Winter identified two strategies (noninterventionist and interventionist) in their research article "How judges think about racial disparities...." Your task is to describe what they meant by each of these strategies and to share what they concluded how judges used these strategies to deal with or not deal with their awareness of racial disparities across the situational stages within the court process.</p> <p>Threaded Discussion # 12 (due Sat., 11/19): There is plenty of attention being given to the over-population of our prison system, and especially to the proportion of minorities serving time. Present a</p>

The syllabus/schedule are subject to change.

	brief idea about this situation, using a source that offers an explanation for this circumstance or condition. Identify the source appropriately.
Week Thirteen Apr 17, - Apr 23, 2023	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Threaded Discussion # 13 (due Sat., 11/26): Take this opportunity to share any thought you may have about the criminal justice system or a subsystem within the criminal justice system. Do not get this confused or make it too similar to the Thread Discussion # 14.</p> <p>Student Research Paper due November 22, 2022 by 11:59pm (submit through D2L)</p>
Week Fourteen Apr 24, - Apr 30, 2023	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Threaded Discussion # 14 (due Sat., 12/3): You have had an opportunity to revisit each criminal justice component during this semester. Now you have the opportunity to suggest where there should be improvement(s) and/or change(s) in ONE of the components (not all three, select only one component). Your idea would best be served if you had (presented) some resource or reference material that agree with your suggested improvement and/or change.</p> <p>Job Position Presentations due (Threaded Discussion) December 5, 2022 by 11:59pm (submit through D2L)</p>
Week Fifteen May 1, - May 7, 2023	<p>Class Writing # 5 (due, Thurs., 12/8): Within the correctional subject there is so much to discuss, and hopefully when taking the correctional class you did. It is now your task to identify ONE particular area or idea in this large topic that you can or should address. Find a topic within the correctional system to share information on. Be specific, detail and informative. Too little, too brief presentation will not earn you maximum points. Be impressive and enlighten the reader. If you employ a resource, make sure you provide the proper citation information.</p>

	Essay Exam will be conducted in the classroom on December 8, 2021. This exam will be over the entire field of criminal justice.
Week Sixteen May 8, - May 14, 2023	Objective Exam over CJ will be conducted online December 14, 2022 and must be completed by 11:59pm (must be completed in one setting).

Attachment A: Points to consider for maximum grade achievement on Research Paper

	60 – 50 points	49 – 35 points	34 or below points
	Very Good	Moderate	Poor/ Weak
Thesis / Argument	Clearly describes central issues or thesis Develops thesis with supporting arguments Well argued Critiques, compares multiple perspectives Interesting, original, thought provoking	General, weak thesis Straight-forward, somewhat simple arguments Thesis gets lost in paper Aware of only one perspective	Thesis or central themes unclear Central themes not explained from the beginning Poor arguments, little critical thinking
Organization			
Introduction	Clear thesis/ main themes Organization stated	Topics noted	Thesis unclear Organization unclear
Body	Makes substantiating arguments in support of thesis or main theme Connects and synthesizes complex ideas Detailed, with citations	Little organizational continuity Disjointed General, unspecific Little use of reading sources	No clear organization Repetitive Lacks detail No Citations
Conclusion	Draws conclusions about the argument Briefly summarizes body	A Summary; no conclusions Summary digressed from argument	Conclusion missing Summary unrelated to central argument

The syllabus/schedule are subject to change.

Evidence	Thorough, Detailed, Specific Numerous examples from reading and lecture materials	Moderate use of supporting evidence and examples Try to be more detailed and specific	Repetitive, General, Simplistic Incorrect examples, false data
Sources/ Citations	Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations	Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias	Little use of assigned reading sources or outside research No citations Need Works Cited page Plagiarism! (automatic F)
Language /Mechanics Rhetorical Quality Grammar/ Spelling	Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct spelling No contractions	General, unspecific writing Awkward grammar, some grammatical errors Some spelling errors Use of conjunctions	Unclear, awkward, repetitive language

The syllabus/schedule are subject to change.