



CJ480.01B – Senior Seminar in Criminal Justice

MWF 1:00pm – 1:50pm

Ferguson Hall SS Rm 312

COURSE SYLLABUS: Spring 2024

January 10, 2024 – May 10, 2024

INSTRUCTOR INFORMATION

Instructor:	Dr. Willie Edwards, Professor
Office Location:	Ferguson Hall Social Science Bldg. Rm 217
Office Hours:	MWF 11am – 12pm; Thurs 10am-11am
Office Phone:	(903) 886-5331
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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

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

[Students are not required to purchase a copy of this book; the professor will provide selected articles from this source.]

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.

It is likely during the semester that the professor will assign additional readings, if so, the professor will provide copies of those readings as required and place them in the resource area of D2L.

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.

Pilate, Victoria. 2006. *Dorm Rooms to Boardrooms*. City, State: Crandell & Ross

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 CJ 480 Senior Seminar in Criminal Justice 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 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.

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 topics.

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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

1. Threaded Discussion:

During this course students will participate in a weekly threaded discussion. This assignment will allow students to demonstrate their gained knowledge of criminal justice. Fourteen weeks of threaded discussions at 10 pts., each, total 140 pts.

These will be Threaded Discussions, meaning each student will see what their classmates have written. Each student's discussion must add some worthwhile thought to the topic or idea being discussed. Although the number of words or size/length of the discussion will be considered, there is not a set number of words or length of discussion required. The discussion must contribute and be worthy of points as determined by the professor. Brevity will not get you maximum points. However, long discussions not focused on the topic or relevant to the topic also will not get you maximum points.

All Threaded Discussions are due by Sunday, 11:59pm of that week.

2. Class Writing Assignments:

Students will participate in ten (10) writing exercises, this will permit them to demonstrate their knowledge of criminal justice and to practice their skills of writing clear ideas and developing content within a limited timeframe. The topic will be provided by the professor which may relate to the discussion or a topic of the day that a major in criminal justice ought to be familiar with and understand. Each writing will be worth 15 points. Missed writing exercise cannot be made up. All class writings are due on Friday of each week beginning with Week Three (Jan 26, 2024) through Week Twelve (April 5, 2024).

No length or word count is pre-determined, the student must write to satisfy the task.

[If resources are used in either Threaded Discussions or Class Writings, proper citations must be employed. You are expected to use APA or ASA style citations.]

3. Research Paper:

This assignment will allow students to continue demonstrating their ability to construct a senior quality research paper. Students will demonstrate their skills in conceiving a thought and following it through to completion. Students must use the APA style of writing and citation. The format for this assignment will be presented by the professor before the assignment is initiated. This assignment will be submitted through D2L. **The due date is April 22, 2024 by 11:59pm.**

- The research paper assignment will be worth 70 points.
- The paper must have at least 3 references.
- The paper must be at least 5 pages (not including the cover

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or the reference pages).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below:

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

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask. You are also encouraged to read/review the handouts on the research paper given out by the professor.

4. **Job/Position Presentation:**

It is essential that students become familiar with what types of professional employment they can anticipate obtaining with a criminal justice degree. Students will use this assignment to gather an idea of possible employment venues after graduation. This assignment will be submitted through D2L. **The due date is March 21, 2024 by 11:59pm.** These position announcements must be actual job advertisements, not job descriptions pulled from a resource book, such as Stephen Lambert's *Great Jobs for Sociology Majors*, 2008 McGraw Hill.

- Each student will present 2 position announcements in a threaded discussion format
- Each position shared will be worth 10 points
- The description of the needed information to be gained will be given out by the professor before the due date of this assignment

5. **Resume, Cover Letter, & Letter of Reference:**

Each student will develop a resume, cover letter and letter of reference so that they will have a rather well organized and usable resume upon graduation. Students are encouraged to review various material on resume writing or visit the Career Development office (virtually) before developing, designing their resume, cover letter and reference letter. Your reference letter must be written by you, for you, but as if you are someone else. This assignment will be submitted through D2L. **The due date February 29, 2024 by 11:59pm.**

- This assignment will be worth 50 points as identified here
 - Resume will be worth 30 points
 - Cover Letter will be worth 10 points
 - Letter of Reference will be worth 10 points

6. **Testing:**

There will be two graded tests, one will be composed of multiple-choice questions and the other one will be completely essay. These tests will be over the review of criminal justice material covered from the introductory text, and any additional required readings assigned during this class.

- The essay test will be composed of at least 5 questions (the number of essay

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questions may vary); this test will be worth 100 points. The essay test will be conducted in the classroom, on May 3, 2024.

- The multiple-choice test will be composed of fifty items/questions; the test will be worth 100 points (in D2L). The objective exam will be in the classroom during the final exam period, May 10, 2024 at 10:30am – 12:30pm.

Grading

Course Possible Points:

Threaded Discussion 14 @ 10pts.	140 pts.
Class Writing 10 @ 15pts	150 pts.
Research Paper 70pts.	70 pts.
Job Positing 20pts.	20 pts.
Resume, Cover Letter & Reference Letter	50 pts.
Objective Exam 100pts	100 pts.
Essay Exam 100pts.	<u>100</u> pts.
	630 pts.

The following grade scale will be used:

A = 630 – 567 pts.
B = 566 – 504 pts
C = 503 – 441 pts.
D = 440 – 378 pts.
F = 377 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 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).

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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.

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>

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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.

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.

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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>

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>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<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>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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

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:

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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/>

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.

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

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COURSE OUTLINE / CALENDAR

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

<p>Week One January 10 - 14, 2024</p>	<p>Use the 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. This will be done during Week One.</p> <p>Threaded Discussion # 1(due Sun., 1/14): Describe your ideal professional job and elaborate on why you would want such a position.</p>
<p>Week Two Jan 15 - 21, 2024</p>	<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 Sun., 1/21): 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 fulfill both requests.</p>
<p>Week Three Jan 22 - 18, 2024</p>	<p>Required Reading – Dan Okada. (nd) Is it possible to prepare for a criminal justice future? In D. Okada, M. Maguire & A. Sardina (Eds.), <i>Critical Issues in Crime and Justice</i> (3rd ed., pp. 1-8). Los Angeles, CA: Sage.</p> <p>Class Writing # 1 (due Friday 1/26): 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 Sun., 1/28): Point out one significant idea from the research article by Courtright & Mackey (2004). (This is from Week 2 required reading.) Be clear and detailed.</p>
<p>Week Four Jan 29, - Feb 4, 2024</p>	<p>Required Reading – Mackey, D. A., & Courtright, K. E. 2012. "Connecting academic criminal justice to the practitioner perspective: The efficacy of the professional interview." <i>Journal of Criminal Justice Education</i>, 23(4):536-549.</p> <p>Class Writing # 2 (due Friday 2/2) What class/course do you consider having been the most useful that you took while majoring in Criminal Justice? Remember it said the most useful, not the most liked or enjoyable!</p> <p>Threaded Discussion # 4 (due Sun., 2/4): You are seeking a degree to work some place within the criminal justice system. How do you think such a degree will aid your professional success?</p>

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<p>Week Five Feb 5 - 11, 2024</p>	<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>Class Writing # 3 (due Friday 2/9): Did you find any useful information in the article "Connecting academic criminal justice..." if so, what? If not, then explain why not, demonstrating that you read the article!</p> <p>Threaded Discussion # 5 (due Sun., 2/11): 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> <p>Share information about Resume Writing (cover & reference letter)</p>
<p>Week Six Feb 12 - 18, 2024</p>	<p>Required Reading – Gennaro Vito. (nd). A vision of contemporary policing: Present practices and future developments. In D. Okada, M. Maguire & A. Sardina (Eds.), <i>Critical Issues in Crime and Justice</i> (3rd ed., pp. 249-268). Los Angeles, CA: Sage.</p> <p>Class Writing # 4 (due Friday 2/16): Although the police (law enforcement) is seen as the "gatekeeper" to the criminal justice system, the District Attorney is the person (office) that 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 Sun., 2/18): In the Vito's article titled, A vision of contemporary policing..., the author concentrates on what and how police departments must employ "unobtrusive and democratic methods of crime prevention that respects the rights of citizens and their communities" (p. 266). What idea, example or discussion did you notice within this article that you can associate with this part of his concentration? Be specific, even to the point of supplying a quote with page number from the article supporting what you provide here as your reply.</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>
<p>Week Seven Feb 19 - 25, 2024</p>	<p>Required Reading - S. Walker & G. F. Cole. (nd). Putting justice back into criminal justice: notes force a liberal criminal justice policy. In G. Cole & M. Gertz (Eds.). <i>The Criminal Justice System: Politics and Policies</i>. (10th ed., pp.604-619). Belmont, CA: Wadsworth).</p>

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	<p>Class Writing # 5 due Friday 2/23): Pick a specific area highlighted in the article “Putting justice back...,” and share your reaction(s) to what the authors are saying. Keep in mind that the authors are addressing to an extent a comparison of the conservative and liberal approaches to the existence of criminal justice policy(ies). Be specific with clarity. Make sure you select a worthwhile area to discuss.</p> <p>Threaded Discussion # 7 (due Sun., 2/25): "Defund the Police," is a popular theme or target now. What is your thought or reaction to this outcry 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 Feb 26 - Mar 3, 2024</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>Class Writing # 6 (due Friday 3/1): 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 several 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 # 8 (due Sun., 3/3): You have heard of "Open Mike," ok, this is an "Open discussion." Your task is to discuss, mention, share any idea or thought you have about a facet or area in criminal justice on which you desire. You should make it worth my reading, try not to repeat any thoughts or topics on which we have already or are presently addressing (I know that may be difficult to do but try). This is your opportunity to write a thought worth earning 10 points. Brevity will not earn you maximum points, and please put some thought into this task.</p> <p>Resume (cover & reference letters) due February 29, 2024</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>

<p>Week Nine Mar 4 - 10, 2024</p>	<p>Required Reading – Pollock, W., & Menard, S., 2015. “Perceptions of unfairness in police questioning and arrest incidents: Race, gender, age, and actual guilt.” <i>Journal of Ethnicity in Criminal Justice</i>, 13:237-253.</p> <p>Class Writing # 7 (due Friday 3/8): As we begin to look at the courts (adjudication) your charge for this class writing #7 is to select one member of the “courtroom work group” (judges, prosecuting attorneys, defense attorneys, public defenders, bailiffs, court clerk, court administrator, and court reporter) those considered professionals and who make their living by serving the court. Select one of these positions and describe their responsibilities.</p> <p>Threaded Discussion # 9 (due Sun., 3/10): 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>March 11-15, 2024</p>	<p>SPRING BREAK</p>
<p>Week Ten Mar 18 - 24, 2024</p>	<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>March 21, by 11:59pm Job Position due (Threaded Discussion, all students can see jobs posted) placed in D2L</p> <p>Class Writing # 8 (due Friday 3/22): You are having an opportunity to read a number of research articles, plus you have had to take two research related courses (Soc 331, Introduction to Social Research and Soc 332 Methods of Statistical Analysis or CJ 337 Statistics of Criminal Justice), this possibly suggest that this faculty or the program, thinks that research, the ability to conduct or read is important, why do you think this may be a fair thought or assumption about research within the criminal justice field?</p> <p>Threaded Discussion # 10 (due Sun., 3/24): You may not agree with either research article (Morgan et al., 2020, "Police use of force...;" (Week 8 reading) or Pollock & Menard, 2014, "Perceptions of unfairness..."), (Week 9 reading) 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>

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<p>Week Eleven Mar 25 - 31, 2024</p>	<p>Required Reading – A. Walsh & I. Yun (nd). The philosophical and ideological underpinnings of corrections. In D. Okada, M. Maguire & A. Sardina (Eds.), <i>Critical Issues in Crime and Justice</i> (3rd ed., pp. 373-387). Los Angeles, CA: Sage.</p> <p>Class Writing # 9 (due Friday 3/29): 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 #11 (due Sun., 3/31): 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>Share information on Research paper, provide any handouts</p>
<p>Week Twelve Apr 1 - 7, 2024</p>	<p>Required Reading – Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Class Writing # 10 (due Friday 4/5): 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 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, detailed and informative. Too little, too brief of a 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> <p>Threaded Discussion # 12 (due Sun., 4/7): 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 brief idea about this situation, using a source that explains this circumstance or condition. Identify the source appropriately.</p>
<p>Week Thirteen Apr 8 - 14, 2024</p>	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Threaded Discussion # 13 (due Sun., 4/14): 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 Thread Discussion # 14.</p>

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<p>Week Fourteen Apr 15 - 21, 2024</p>	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Threaded Discussion # 14 (due Sun., 4/21): You have had an opportunity to revisit each criminal justice component during this semester. Now you can 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 agrees with your suggested improvement and/or change.</p>
<p>Week Fifteen Apr 22 – 28, 2024</p>	<p>Student Research Paper due April 22, 2024 by 11:59pm (submit through D2L)</p>
<p>Week Sixteen Ap 29 – May 5, 2024</p>	<p>Essay Exam will be conducted in the classroom on May 3, 2024 this exam will be over the entire field of criminal justice.</p>
<p>Week Seventeen May 6 – 10, 2024</p>	<p>Objective Exam over CJ will be conducted within the classroom on May 10, 2024 from 10:30am – 12:30pm</p>

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

	70 – 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
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

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