



CJ Policy and Practice CJ-340-01W  
COURSE SYLLABUS: Spring 2024

## **INSTRUCTOR INFORMATION**

Instructor: Laura E. Salander  
Email: [laura.salander@tamuc.edu](mailto:laura.salander@tamuc.edu)  
Office Hours: By Appointment  
Division Phone Number: 903-886-5332

## **COURSE INFORMATION**

### **Textbook(s) Required –**

Title: Making Sense of Criminal Justice Policies and Practices  
ISBN: 9780190679279  
Edition: 3rd Edition - 2019  
Author: G. Larry Mays and Rick Ruddell  
Publisher: Oxford University Press

## **Course Description**

This course will evaluate various policy dimensions of crime and criminal justice. Students will learn the process through which policy is made, will critically evaluate current criminal justice policies, and will study the impact of policy decisions on criminal justice practice. Prerequisite CJ 101. Hours: 3

## **Student Learning Outcomes**

Student Learning Outcomes:

1. Identify the various actors in the public policy process at the federal, state, and local levels, specifically applying concepts to the police, courts, corrections, and juvenile justice arenas;
2. Discuss the process by which particular issues of ideological and practical significance become targeted as “problems” in need of policy “solutions,” and describe the role of applied criminological research in identifying possible sources guidance;
3. Construct cogent, sophisticated arguments both in support of and in opposition to the formulation, implementation of specific practices and policies, particularly those which concern particular groups and segments in the general population;
4. Describe the media’s role in highlighting certain courses of action as viable and in evaluating various policies and programs as politically and fiscally sound; and

*The syllabus/schedule are subject to change.*

5. Analyze the criteria by which the worth and value of certain policies and programs are assessed, including an acceptable definition of goals and objectives, a clear linkage between program activities and objectives, the availability of performance information, and standards of satisfactory performance measures.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system (D2L), using Microsoft Word and PowerPoint, using presentation and graphics programs, and Turnitin. Written and oral communication skills; reading; memorization; critical thinking. You should know how to access a Web site when given an address, use the features of your Web browser, download files, attach files to emails, and use word processing software, ...etc.

### **Instructional Methods**

This course is designed in a format that is delivered asynchronously 100% online. In the online environment, students will be engaged in discussion forums and weekly unit completion of materials that will lend success to completion of the course work.

**Each week/unit starts on Monday and ends on Sunday at 11:59pm CST** and your grade for activities will be posted as soon thereafter as possible. Typically, grades are returned within one week of due date. See due dates for specific assignments posted in MyLeo/D2L.

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, written assignments, video assignments, quizzes and exams.

### **Student Responsibilities or Tips for Success in the Course**

The student must log into the course through myLeo multiple times throughout the week to complete weekly assignments and post and respond on discussion boards. The student must commit serious time to weekly readings as well as preparation for scheduled exams and all other assignments. Students should check email daily and set up automatic notifications for announcements and other reminders in the D2L system. Any changes/updates to assignments will be posted mainly through the "Announcements" tool on D2L. Students should ask questions of the professor if there is any information that is not fully understood. Reach out to the professor by email to schedule a one-on-one virtual office visit if desired. Students are responsible for completing all the coursework, submitting the assignments on time, keeping up with their work, and keeping up with changes in the schedule and due dates.

### **APA Citation/Turnitin:**

Students must cite in-text using APA style for all assignments.

*The syllabus/schedule are subject to change.*

Written assignments (essays, short write-ups and/or other) MUST be turned in through Turnitin and have less than 30% report of “not original content.” A partial point deduction on an assignment will be recorded if shown at 30%-45% report of plagiarized content. Anything above will result in an automatic (0) points on the assignment. The instructor reserves the right to offer a resubmission if circumstances warrant it. Any student who plagiarizes will receive a zero on the assignment in question and face potential further University disciplinary procedures.

**Graded work and Discussion of your Grades:** The instructor will make every effort to return any graded work within a week after the assignment is due (please allow two to three weeks for me to grade each major assignment in our course). If you have any questions about your grade on a specific assignment or any other question related to your grades, please discuss it with me. You have until a week from when I return the graded work to discuss any issues, errors etc. After that time, the grade will stay unchanged. Any clerical or typographical error will be fixed at any time. Please check your grades regularly and bring any discrepancies to my attention immediately. Please note that the overall grade on D2L will NOT reflect your actual grade until all the grades have been entered.

**Netiquette Expectations:** When sending an email please put the COURSE NUMBER (CJ 340) in the subject block of the email as well as signing your name. Further – per University requirements, please contact me using your University e-mail account.

**Do's** • Keep all postings to class-related content, such as the textbook readings, videos, and assignments. • Use caution when discussing personal matters; the discussion board is for general comments. • Ask each other for advice, suggestions, and tips to improve the quality of class work. • Encourage each member of the class to do the best work possible.

**Don't's** • Don't challenge or attack others; the discussions are meant to stimulate conversation, not create contention. • Avoid all defamatory, profane, threatening, offensive, or illegal materials; do not post anything in a message that you would not want the world to see, or you would not want anyone to know came from you. • Avoid using the discussion board as a forum for complaints; any relevant issues should be brought to the professor's attention in a private e-mail. • Don't use inappropriate language toward other students and/or the professor. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

**Additional Information:** The information in this class may be controversial therefore all students are expected to respect each other. I will not tolerate disrespectful behavior, and those that choose to engage in this type of behavior will be disciplined appropriately. Please respect your classmates and your professor.

## **GRADING**

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

*The syllabus/schedule are subject to change.*

| Assignment Type                     | # of | Point Value  | Total Points |
|-------------------------------------|------|--------------|--------------|
| Policy Analysis<br>(Proposal/Essay) | 1/1  | 10/140       | 150          |
| Quizzes                             | 10   | 10           | 100          |
| Exams                               | 2    | 150          | 300          |
| Discussions                         | 5    | 50           | 250          |
| Writing Assignments                 | 4    | 50           | 200          |
|                                     |      | <b>TOTAL</b> | 1000         |

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

Total points possible for the semester = 1000.

|                   |
|-------------------|
| 1000-900 = A      |
| 899-800 = B       |
| 799-700 = C       |
| 699-600 = D       |
| 599 and below = F |

## Assessments

### Policy Analysis:

**Proposal/Annotated Bibliography – (10 points) Due by 2/25/24**

**Analysis Essay - (140 points) Due by 4/28/24 11:59pm**

Locate a Criminal Justice policy that you support and analyze its merits. Provide a rationale for the policy by discussing the social history of the issue that led to the policy being introduced at the local, state, or Federal level(s). For example, before one can examine the impact of the “USA Freedom Act” one would have to discuss the original “Patriot Act” act as well as acts which occurred in this country that led to the introduction of these policies- i.e. 9/11. Once you discuss the social history then discuss the legislative history of the policy (who, what, when, where, why); discuss supporters and detractors of the policy; discuss the intended and unintended consequences; close by discussing your reasons of support. See Appendix B for rubric.

A proposal (at least one paragraph in length) explaining your chosen policy and an annotated APA listing of 3 potential academic sources is due by 2/25/24.

In your essay you will need to thoroughly explain the position and provide supporting evidence for your stance. PLEASE REMEMBER- YOUR ARGUMENTS NEED TO BE COMPELLING DESPITE YOUR PERSONAL OPINIONS. Assignment will be turned in via “Turnitin.” (See previous and subsequent policies regarding academic integrity.)

Essay Format: 12 font, Times New Roman, 4-6 pages of content, cover page required (name, course, date, title) not included in content requirement), reference sheet

*The syllabus/schedule are subject to change.*

required (not included in content requirement), APA format and APA citations required, headings, subheadings required:

Essay outline example

- Cover Page-

- Abstract
- Introduction
  - Thesis
- Policy(s)
  - Details of the Policy
  - Social History
  - Legislative History
  - Intent of the Policy (i.e. to prevent drunk driving)
- Supporters/Detractors
  - What are their arguments
  - Your position
- Conclusions

-References-

Please remember to use transition statements between paragraphs, if necessary and definitely when new ideas are being introduced. SUBHEADINGS ARE REQUIRED.

Students, it is advisable that you meet with our professionals in the [Writing Center](#) in order to learn how to construct your research paper. The Writing Center has a number of classes students can attend and I strongly advise you to attend some of them so that you can learn how to construct a professional research paper which will more than likely improve the grade.

Should you decide to use the Writing Center for assistance with your assignment, I will grant you a ten (10) point bonus, which will be added to your assignment. Proof from the Writing Center that you received assistance on your assignment is required to receive the ten (10) point bonus.

### **Quizzes: (10 quizzes at 10 points each = 100 points)**

There will be 10 quizzes in this course to ensure that you are reading the assignment materials and keeping up with course requirements. The quiz will mainly focus on the assigned readings. You may take the quiz up to 3 times. Your highest submitted score will be recorded. You will have a time limit of 10 minutes. See course calendar/D2L for due dates. **There will be no make-up quizzes allowed.**

### **Exams: (2 exams at 150 each = 300 points)**

**Mid Term Exam Due 3/10/24 by 11:59pm**

**Final due 5/8/24 by 11:59pm**

There will be two exams in the course worth 150 points each (300 total course points) – a midterm and a final.

They will cover assigned chapters/readings for that section and the due dates will be posted in the course calendar. Exams will consist of essay, multiple choice and true/false questions. You may use your notes/book for the Exam. Since the exams are

*The syllabus/schedule are subject to change.*

timed, it is highly recommended that you read each chapter thoroughly and take notes on key concepts and statistics. Essays require essay format and at least two paragraphs of content. You will have 3 hours in which to take the exam. You may take the exam one time.

**Participation/Discussions: (5 posts/comments at 50 points each = 250 points)**

There will be 5 discussions posted throughout the semester worth 50 points each total (35 points for the initial post and 15 points for your comments). Discussion on topics must be done during the week(s) we are discussing the course material.

**Introduction** (1 Introduction post not graded) Every student must introduce him- or herself during Week One. This information will be entered as a threaded discussion. You will receive 10 extra credit points for completing this task by the deadline. See introduction assignment post details in D2L.

**Discussion Posts**

The Discussions in this class will focus on the specific assignments connected to each week. Each student is expected to participate in the weekly discussion by responding to ideas(s) presented by the professor. A minimum of one initial discussion per week is required and three peer responses. This must not be all on one day. Students may post earlier than the absolute due date if desired, but no later than the identified date. You are required to post one week and reply by the end of the next week. You will have two weeks total to complete post/comments, but posts must be completed by the end of week one or points will be deducted for lateness.

The **Discussions** are directly related to the assigned lecture material. Upon completion of the assigned lecture material, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. You must integrate course material (textbook) and outside material into your post and cite it properly. In all cases, students must have **two in-text citations and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post in APA format** (See information later in the syllabus for more information on citing utilizing APA citation format).

These posts should be **at least 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link.

*5 discussion posts @ 35 points each = 175 course points*

Posts are due by 11:59PM CST during the week assigned

**Comment Posts**

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **three** comments for each discussion. I would strongly encourage you to engage your colleagues well past the three-comment minimum in order to maximize your opportunity for meaningful discussion and learning.

*The syllabus/schedule are subject to change.*

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. Students **must** provide **one outside source** for **at least** one comment that they make **cited in APA**. **NO LATE COMMENTS ARE ACCEPTED**. All comment posts are due by 11:59PM of the week assigned.

**Assessment Method:** Comments and the Discussion Post will be graded using the Discussion/Comments Grading Rubric (Appendix A). The discussion and comments for each week will be graded together and posted as one grade (Discussion = (35) + Comments 3@ 5 points each (15) = 50 points/week). *(15 comments @ 5 points each = 75 course points)*

**Writing Assignments: (4 assignments at 50 points each = 200 points)**

You will be required to complete four (4) written assignments/position papers over the course of the semester. Each of the assignments will allow you to become more familiar with an aspect of criminal justice policy (please refer to the specific assignment in D2L for more information). You will complete each written assignment on a computer-generated document that is typed, double spaced, 1-inch margins and 10-to-12-point font size using APA format. You will submit your completed written work as an attachment in the D2L "Assignments" link via Turnitin. Each written assignment has a designated deadline date. As with all deadlines in this course, it will be no later than 11:59 pm on the date listed. Please refer to the course schedule for the deadline dates of each written assignment. These assignments will take some time and preparation. Please review each of them at the **beginning** of the semester so that you will be prepared for the amount of work that is required. The assignment details/requirements are in D2L. Please see the scoring rubric on D2L for more information about the scoring of written assignments.

## 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](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](mailto: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>

*The syllabus/schedule are subject to change.*



## **Interaction with Instructor Statement**

**Communication:** The best way to reach me is by e-mail at [laura.salander@tamuc.edu](mailto:laura.salander@tamuc.edu). Please do not hesitate to contact me for assistance or clarification; I am happy to help.

1. The instructor will communicate all-class information primarily through D2L Announcements. Students should check for new Announcements regularly, several times during the week.
2. It is the student's responsibility to set Notifications in D2L for timely alerts for Announcements, Conversations, and Assignment Comments.
3. Students are expected to use complete sentences, not text jargon, and write appropriately when communicating by electronic discussions, email, and any other forms of communication.
4. According to TAMUC regulations, an instructor can only communicate with the students through TAMUC email (i.e., student email account ending in @tamuc.edu). If the instructor receives a student email from a non-university-approved account, the instructor will reply with a message re-directing the student to use their university email account. Students should receive a response from the instructor within 24 hours, Mondays through Fridays (response on weekends and holidays will be by the end of the next business day).
5. The instructor expects that when he/she poses any questions to a student via email, the student will answer via email.
6. Any questions and/or concerns about the written assignments, class projects, quizzes, and exams should be addressed prior to their due dates (when possible).
7. Students should always include a specific subject in the subject line of their correspondence.
8. Student should write their full name on all turned-in work.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **APA Citation Format Policy**

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

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 sources listed below.

<https://www.tamuc.edu/writing-center/> (offers a variety of resources and tutoring sessions)

*The syllabus/schedule are subject to change.*

[www.apastyle.org](http://www.apastyle.org) (Opens in a new window)

<http://owl.english.purdue.edu/owl/resource/560/02/> (Opens in a new window)

[www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa) (Opens in a new window)

It is the student's responsibility to understand how to cite properly.

### **Dishonesty**

You are not allowed to use or submit previously written assignments for this course. All of your assignments must be generated and created within our course. This is to preserve your academic integrity as well as encourage you to generate new ideas about the texts we discuss and assignments we create.

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. TAMUC's Dishonesty Policy explicitly forbids students to present work that they did not do and represent it as their own. In this course, the use of a generative AI tool to produce a student submission for an assignment will be treated as an instance of academic dishonesty, since the thought process, organization of ideas, and written expression of an assignment are generated by the AI tool and not by the student.

Students found responsible for scholastic dishonesty offenses may receive an authorized disciplinary penalty from the Dean of Students Office. A repeat offense may result in an F for the course.

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. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or 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/wcweb/hanouts/plagiarism.html>.

### **Late Work**

My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I do note that life circumstances arise. Therefore – the Policy Analysis and Writing Assignments will receive a 20% deduction in points if submitted after the due date and cannot be accepted beyond **one week** of the due date unless you have contacted me beforehand to explain any circumstances and we have agreed to an extension **before the due date**. Late comments on discussions will not be accepted. When a discussion is closed it cannot be reopened for late submissions. Quizzes cannot be made up. Exams will only be allowed a late submission under extenuating, documented circumstances. Written assignments and discussions cannot be regraded or redone.

*The syllabus/schedule are subject to change.*

If you sense extenuating circumstances arising, you must contact me as soon as possible to discuss possible deadline extensions. However, talking with me about extenuating circumstances does not mean your absence(s) is/are excused nor does it guarantee you an extension on assignments.

### **Drop Course Policy**

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

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

### **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>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **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](#)

*The syllabus/schedule are subject to change.*

<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:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto: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](#)

*The syllabus/schedule are subject to change.*

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](http://www.tamuc.edu/counsel)

*The syllabus/schedule are subject to change.*

## COURSE OUTLINE / CALENDAR Spring 2024

This is a tentative schedule of readings and exam dates. The instructor reserves the right to change dates to accommodate additional topics or unforeseen scheduling conflicts. **Each week/unit starts on Monday and ends on Sunday at 11:59pm CST. Due dates are on Sunday of the week assigned unless otherwise stated.**

|   |  |
|---|--|
| <b>Week #1:</b><br>1/10-1/21              | <b>This is an extended week due to the extra days in the academic calendar for the spring semester.</b><br>Course Introduction. Syllabus, homework and text review.<br>Introduction Post (Extra Credit)<br>Reading Chapter 1 – The Politics and Policy Dichotomy |
| <b>Week #2:</b><br>1/22-1/28              | Reading Chapter 2 – Crime Control verses Due Process<br>Discussion Post #1/ <b>Quiz #1 over Ch1&amp;2</b>  |
| <b>Week #3:</b><br>1/29-2/4               | Reading Chapter 3 – Understanding Criminal Justice Policy<br>Comments on Discussion Post #1<br><b>Quiz #2 over Ch 3</b>  |
| <b>Week #4:</b><br>2/5-2/11               | Reading Chapter 4 -The Search for a Guiding Philosophy of Policing<br>Reading Chapter 5 – Police and the Use of Force<br><b>Quiz #3 over Ch 4&amp;5</b><br><b>Writing Assignment #1</b>  |
| <b>Week #5:</b><br>2/12-2/18              | Reading Chapter 6 – Gun Control<br>Discussion Post #2  |
| <b>Week #6:</b><br>2/19-2/25              | Reading Chapter 7 - Sentencing<br>Comments on Discussion Post #2/ <b>Quiz #4 over Ch 6&amp;7</b><br><b>Policy Analysis Proposal Due</b>  |
| <b>Week #7:</b><br>2/26-3/3               | Reading Chapter 8 – Race, Ethnicity and Justice<br>Reading Chapter 9 – Gender and Justice<br>Discussion Post #3  |
| <b>Week #8:</b><br>3/4-3/10               | <b>Mid Term Exam Due 3/10/24 by 11:59pm</b><br>Comments on Discussion Post #3/ <b>Quiz #5 over Ch 8&amp;9</b><br><b>Writing Assignment #2</b> – due 3/18/23  |
| <b>****Spring Break – March 11-15****</b> |  |
| <b>Week #9:</b><br>3/18-3/24              | Reading Chapter 10 – Wrongful Convictions<br><b>Writing Assignment #2</b> – due 3/18/23  |
| <b>Week #10:</b><br>3/25-3/31             | Reading Chapter 11 – What are the Alternatives to Incarceration?<br><b>Quiz # 6 over Ch 10&amp;11</b>  |

*The syllabus/schedule are subject to change.*

|   |  |
|---|--|
| <b>Week #11:</b><br>4/1-4/7                             | Reading Chapter 12- Putting the Brakes on Correctional Populations<br>Discussion Post #4/ <b>Quiz # 7 over Ch 12</b>   |
| <b>Week #12:</b><br>4/8-4/14                            | Reading Chapter 13 – The Death Penalty: Dying a Slow Death?<br>Comments on Discussion Post #4<br><b>Quiz #8 over Ch 13</b><br><b>Writing Assignment #3</b>   |
| <b>Week #13:</b><br>4/15-4/21                           | Reading Chapter 14 – Responding to Youth Crime<br>Discussion Post #5/ <b>Quiz # 9 over Ch 14</b>   |
| <b>Week #14:</b><br>4/22-4/28                           | <b>Policy Analysis Due 4/28/24</b><br>Comments on Discussion Post #5   |
| <b>Week #15:</b><br>4/29-5/3<br>5/3 – last day of class | Reading Chapter 15 -Security versus Liberty in the Twenty-First Century<br>Reading Chapter 16 - Making Sense of Criminal Justice<br><b>Quiz # 10 over Ch 15&amp;16 – due 5/3/24</b><br><b>Writing Assignment #4 – due 5/3/24</b> |
| Finals Week<br>5/4-5/10                                 | <b>Final due 5/8/24 by 11:59pm</b>   |

*The syllabus/schedule are subject to change.*

## Appendix A - Discussion/Comments Rubric

|                   | Accomplished   | Proficient   | Needs Improvement  |
|-------------------|--|--|--|
| <b>DISCUSSION</b> |  |  |  |
| 5                 | Student answered the prompt on time  |  | Student did not answer the question on time  |
| 10                | Student fully relates/applies course concepts to topic under study indicating an in-depth knowledge of the material and application of critical thinking and utilized proper grammar consistently. | Student somewhat relates/ applies course concepts to topic under study indicating some knowledge of the material and some use of critical thinking. There were grammar errors. | Student minimally relates/ applies course concepts to topic under study indicating minimal knowledge of the material and minimal use of critical thinking. There were notable grammar errors.  |
| 10                | Student develops a clear link with course material in a way that demonstrates applied and critical evaluation and cites at least 2 outside sources in post.  | Student develops a link with course material in a way that demonstrates some applied and critical evaluation. Cites only 1 source.   | Student develops a minimal link with course material in a way that demonstrates minimal applied and critical evaluation. No sources are incorporated.  |
| 5                 | Post was over minimum length   |  | Post was under minimum length  |
| 5                 | Student cited properly in-text and provided a full bibliography/works cited at the end of their post using APA citation format   | Student either cited properly in-text or provided a full bibliography/works cited at the end of their post, or cited but did not do so properly using APA citation format      | Student neither cited properly in-text nor provided a full bibliography/works cited at the end of their post using APA citation format   |
| <b>COMMENTS</b>   |  |  |  |
| 5                 | Student posted at least 3 comments in response to their colleagues' discussions  | Student posted 2 comments in response to their colleagues' discussions   | Student posted 1 or fewer comments in response to their colleagues' discussions  |
| 5                 | Student provided a critical appraisal of the question asked. Student provided a relevant response/comment that moved the discussion forward in a meaningful way through the use of                 | Student provided a somewhat critical appraisal of the question asked but could have provided a more in-depth analysis utilizing more critical thinking skills.                 | Student provided a somewhat critical appraisal of the question asked but could have provided a more in-depth analysis. Student did not provide a relevant response/comment that moved the discussion forward in a meaningful way or did not utilize critical thinking. |

*The syllabus/schedule are subject to change.*



|   |  |  |  |
|---|--|--|--|
|   | critical thinking.   |  |  |
| 5 | Student provided one suggestion for improvement that shows understanding/insight into the topic and integrated outside material with APA citation. | Student provided one suggestion for improvement that shows some/minimal understanding/insight into the topic | Student does not provide a suggestion for improvement that shows understanding/insight into the topic. No integrated material or citation. |

*The syllabus/schedule are subject to change.*

## Grading Rubric for Policy Analysis – Appendix B

| <b>Content</b>   | <b>Critical Thinking</b>  | <b>Spelling and Grammar</b>  | <b>Organization</b>   | <b>Length/Format</b>  |
|--|---|--|---|---|
| <b>Excellent<br/>60 points</b>   | <b>Excellent<br/>40 points</b>  | <b>Excellent<br/>15 points</b>   | <b>Excellent<br/>15 points</b>  | <b>Excellent<br/>10 points</b>  |
| All the required components of the paper were adequately addressed with full explanations. There were no APA in-text & reference page errors   | Analysis (in-depth description of issue or problem); Inquiry (in-depth, accurate use of data, ideas, or alternative perspectives Evaluation (in-depth understanding and use of relevant arguments that lead to a relevant conclusion); Synthesis (in-depth conclusion that is well supported and logical); Creativity (in-depth use of new ideas or approaches that transcend the original task or problem) | If there were any spelling or grammar errors, they were insignificant                                  | The paper was organized well with good paragraph structure and a good flow to the reading                                   | The paper was closer to the maximum length than the minimum length and had good content. Met all formatting requirements. |
|  |   |  |   |   |
| <b>Good<br/>54 points</b>  | <b>Good<br/>36 points</b>   | <b>Good<br/>14 points</b>  | <b>Good<br/>14 points</b>   | <b>Good<br/>9 points</b>  |
| A minor required component was missing, or there was not good explanation for at least one of the required major components. APA in-text citations & references were given but with minor errors | Analysis (Fully identifies issue or problem); Inquiry (Fully uses data, ideas, or perspectives); Evaluation (Fully uses relevant arguments that lead to a relevant conclusion); Synthesis (Fully communicates a conclusion and prior arguments); Creativity (Fully uses new ideas or approaches that are relevant to the task or problem)   | There were a few spelling or grammar errors that were noticeable but did not detract from the paper    | The paper was organized well and flowed well, but it may not have been broken down into enough paragraphs                   | The paper was more than the minimum length requirement. Met most formatting requirements.                                 |
|  |   |  |   |   |
| <b>Fair<br/>48 points</b>  | <b>Fair<br/>32 points</b>   | <b>Fair<br/>12 points</b>  | <b>Fair<br/>12 points</b>   | <b>Fair<br/>8 points</b>  |
| Important required components of the paper were missing or there were a few components not fully explained. APA in-text citations & references were given but with major errors                  | Analysis (Partially identifies issue or problem); Inquiry (Partially uses data, ideas, or perspectives); Evaluation (Partially uses relevant arguments that lead to a relevant conclusion); Synthesis (Partially communicates a conclusion and prior arguments); Creativity (Partially uses new ideas or approaches that are relevant to the task or  | There were a few spelling or grammar errors that were noticeable and detracted somewhat from the paper | The paper was not well organized with good succinct paragraphs or did not flow well because of poor transition or structure | The paper just barely met the minimum length requirement. Met some formatting requirements.                               |

*The syllabus/schedule are subject to change.*

|   |   |   |  |   |
|---|---|---|--|---|
|   | problem)  |   |  |   |
|   |   |   |  |   |
| <b>Poor<br/>42 points</b>   | <b>Poor/Failing<br/>28-0 points</b>   | <b>Poor<br/>11 points</b>   | <b>Poor<br/>11 points</b>  | <b>Poor<br/>7 points</b>  |
| Not all of the required components of the paper were addressed, nor were they fully explained. APA in-text citations & references were not given          | Analysis (Does not identify the issue or problem); Inquiry (Does not use data, ideas, or perspectives); Evaluation (Does not use relevant arguments that lead to a logical or relevant conclusion); Synthesis (Does not include a conclusion); Creativity (Does not use new ideas or approaches that are relevant to the task or problem) | There were several spelling and grammar mistakes that detracted from the paper  | There were either no paragraphs in this paper, or the organization was otherwise poor, making it difficult to read | The paper did not meet the minimum length requirements. Met no formatting requirements. |
|   |   |   |  |   |
| <b>Failing<br/>Not more than 36 points</b>  |   | <b>Failing<br/>9 points and below</b>   | <b>Failing<br/>9 points and below</b>  | <b>Failing<br/>6 points and below</b>   |
| The content of the paper was grossly inadequate with only cursory coverage of required elements and very little if any explanation of required components |   | There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the paper, such that it was difficult to read | The organization of the paper was so poor as to render it almost impossible to read                                | The paper was considerably less than the minimum length requirement                     |

Content /60  
Critical Thinking /40  
Spelling/Grammar /15  
Organization /15  
Length/Format /10

*The syllabus/schedule are subject to change.*