



CJ470.01B - Criminal Justice Internship

MWF 1:00pm – 1:50pm - Ferguson Hall, SS 310

COURSE SYLLABUS: Fall 2025

August 25, 2025 - December 12, 2025

INSTRUCTOR INFORMATION

Instructor:	Dr. Willie Edwards, Professor
Office Location:	Ferguson Hall, Social Science Bldg., Rm 217
Office Hours:	MWF 10:00am - 12:00pm T TH 2:00p – 5:00pm
Office Phone:	(903) 886-5331
Office Fax:	(903) 886-5330
University Email Address:	willie.edwards@etamu.edu
Preferred Form of Communication:	(email)
Communication Response Time:	(within twenty-four hours during the weekday)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

There is no required textbook for this class. However, every student is 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.

Special Note for this semester: This semester will be an experiment between both CJ 470.01B Criminal Justice Internship and Soc 485.01B Senior Seminar in Sociology. Both classes will meet in the same classroom at the same time (MWF 1:00pm – 1:50pm).

All (both classes) will meet every Monday (this class period will be used for a common thread).

Monday, we will address career preparedness, have speakers visiting and sharing, reading and discussing common/same interest research articles and other related material.

Wednesday, the first half of the semester the criminal justice students will meet (start the second week, Sept 1, 2025 – Oct 26, 2025).

Friday, the first half of the semester the sociology majors will meet.

The Criminal Justice majors will meet on Friday, Oct 31, 2025.

All students will want to pay careful, close attention to all assignments and due dates, regardless of when your class is meeting in person. Those days that your class does not meet should be filled with expected assignments, you reading identified material or performing some other educational tasks associated with your class.

The syllabus/schedule are subject to change.

Required 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.

Hiller, M.L., C. Salvatore, & T. Taniguchi. 2013. "Evaluation of a criminal justice internship program: Why do students take it and does it improve career preparedness?" *Journal of Criminal Justice Education* 25(1): 1-15.

Jones, M., & H.S. Bonner. 2016. "What should criminal justice interns know? Comparing the opinions of student interns and criminal justice practitioners." *Journal of Criminal Justice Education* 27(3): 381-409.

Marciniak, L.M., & A. D. Elattrache. 2020. "Police chiefs' opinions on the utility of a college education for police officers." *Journal of Criminal Justice Education* 31(3): 436-453.

Morgan, M.A, M. W. Logan, & T. M Olma. 2020. "Police use of force and suspect behavior: An inmate perspective." *Journal of Criminal Justice* 67(?): 1-10.

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.

Gray, A.C., & K.F. Parker. 2020. "Race and police killings: Examining the links between racial threat and police shootings of Black Americans." *Journal of Ethnicity in Criminal Justice* 18(3):1-26.

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

Murphy, D., W. Merritt, & S. Gibbons. 2013. "Student and supervisor perspectives on the benefits of criminal justice internships." *Journal of Criminal Justice Education* 24(2): 235-250.

Stone, W.E., & J. McLaren. 1999. "Assessing the undergraduate intern experience." *Journal of Criminal Justice Education* 10(1): 171-183.

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.

Criminal Justice Internships: Theory into Practice. Gary R. Gordon & R. Bruce McBride, Anderson Publishing Co., 1996.

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 470 - Criminal Justice Internship

Hours: 3

An academically based work experience within selected agencies of the criminal justice system. The purpose of the internship is to provide an arena for the application of classroom principles within the context of the day-to-day reality of the criminal justice system. The internship includes field supervision as well as classroom experience. Prerequisite Junior standing with 12 hours in criminology, law enforcement, and permission of the instructor.

Course Description:

An internship program demonstrates how an individual can learn by many methods. This course allows the student to enter the professional world on a consistent and organized basis. In the internship the student will spend 150 hours with a criminal justice agency which will allow the student to experience assigned tasks, and responsibilities in a criminal justice agency. The exposure of the student to the environment of the agency will assist in the professional development of the student. Besides a limited number of assignments, the student will spend a large amount of class time with the agency. Time spent in the classroom will allow the student to focus on developing a useful and informative resume, letters of reference, and other helpful material in obtaining professional employment.

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 through all 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.

1. The goal of *accumulating information*. Each student will acquire knowledge about

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agency(ies) they did not know before taking this course. This information will be obtained from reading various publications, class discussions where various information about students' experiences will be shared, and from practical experiences at an agency for the enrolled semester.

2. The goal of ***appraising accomplishment***. Each student will develop knowledge about a particular agency as he or she performs the assignments of field placement, and as he or she acquires professional experience while interning within the agency. While performing the internship each student is encouraged to examine patterns, distinguished motives for alliances, and evaluate the conditions in the agency. Each student should be able to determine how much professional knowledge he/she has accumulated during the internship at the agency.
3. The goal of ***individual development***. Each student will assess his or her strengths and weaknesses as they relate to performing within the agency. This assessment may occur while the student is learning to work with people from diverse backgrounds. Each student will be conscious of improving his or her report writing and language (professional jargon) skills as they relate to that agency.
4. The goal of ***professional growth***. Each student will increase his or her awareness of what a career would be like within the agency where the internship is conducted. Each student will communicate his or her aspirations as they are related to the criminal justice field. Each student will become acquainted with relationship building with co-workers and peers.

Course Objectives:

1. Each student will have a "hands on" experience with a criminal justice agency/organization, becoming familiar with the operations, functions and activities of the agency.
2. Each student will have his/her knowledge base of the criminal justice system assessed.
3. 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 agency based on their internship.
5. Students will practice or employ accumulated knowledge about the criminal justice field, the profession, through the fulfillment of various assignments 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 describe the internship in an oral presentation.

The syllabus/schedule are subject to change.

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

While an internship is an experiential learning activity, it must be remembered that its ultimate goals are academic, for example, the student should become familiar with the inter-connection between theory, research and practice or application in the field of criminal justice. CJ 470 will have the **following requirements:**

Internship:

Having a successful internship is most important. The internship itself will be graded. The internship grade will be cumulative. Every student must obtain 150 hours at the agency/organization. If for some reason a student cannot make a scheduled visit or be present at the agency then he/she should make sure the time is made up, re-scheduled. Each student will maintain a timesheet which must be signed by the student's immediate supervisor at the agency. Each student must maintain an accurate, informative and up-to-date journal. The purpose or usefulness of the journal is for the student to describe in detail what occurred each time, each day he/she served or spent at the agency. Naturally, the student must respect confidentiality and write or report on nothing that would offend the agency or those receiving service. At the end of the internship an evaluation of the student will be performed by the immediate supervisor. The score obtained from the evaluation will be reflected in the student's grade. The points to be obtained for this assignment are as follows:

Internship Evaluation (120 pts for questions 1-12; 30 pts for # 13 if nothing negative)	150 pts.
Time sheet (performed all hours, 150)	150 pts.
Journal	50 pts.

First-Round of Assignments:

During this first-round of assignments students are expected to read assigned readings, perform assigned tasks and complete a criminal justice summary exam. Students are encouraged to secure books from previous classes that focus on the police, corrections and courts. Reviewing and keeping in your possession for the duration of this semester an introduction to criminal justice book may be useful. Students will be expected to show some resourcefulness, especially in reference to preparing for the summary exams.

- (1) Students must participate in the graded threaded discussions over the introductory readings and contribute toward the production of information provided on the criminal justice system.
- (2) Students will be administered an objective summary or survey exam covering the three components of the criminal justice system.
- (3) Students will be administered an essay type exam covering the three components of the criminal justice system.
- (4) During the semester there will be five (5) assigned writings, over the criminal justice components, worth 15 points each.
- (5) Each student will find two positions which require a criminal justice or social behavior

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degree and present those to the class. A handout with more details will be provided on this assignment.

The points to be obtained for this set of assignments are as follows:

14 Threaded Discussion over the Criminal Justice Field (employing an Introductory Criminal Justice textbook and other resources identified by the Professor) 10 pts each	140 pts.
5 Writings @ 15 points each	75 pts.
1 Objective survey exam of criminal justice field	100 pts.
1 Essay survey exam of criminal justice field	100 pts.
2 Job/Position Information Presentation	20 pts.

Second-round of Assignments:

Several assignments will be done during the second round of assignments and turned in on designated dates. No late assignment will be accepted.

- (1) Each student will write a resume, turn it in for corrections, suggestions, reviewing by the professor. The resume will be returned to the student, changes or corrections made then turned back in for a grade.
- (2) Each student will write a cover letter to accompany the resume. It too will be critiqued and returned for a re-write based on the noted suggestions.
- (3) Each student will write a letter of reference for him/herself, although the task will be to write the letter from a second (another) person's perspective. In the letter of reference, you want to place information that you would want a potential employer to read or know.
- (4) Each student will write a research paper discussing some aspects of the criminal justice field. This assignment will allow students to demonstrate their skills in conceiving a thought and following through to completion. APA is the writing styles to be used. This research paper must have **at least five pages of content and employ at least three references**. The use of electronic sources, those websites that have no peer review check-methods should not be used as resources. Additional information will be shared with the class by the professor.

The points to be obtained for these assignments are as follows:

Resume	20 pts.
Cover letter for resume	10 pts.
Letter of reference	10 pts.
Research paper	60 pts.

GRADING

Grading

Course Possible Points:

Internship	350 pts.
First-Round of Assignments	435 pts.
Second-Round of Assignments	<u>100</u> pts.
Total Possible Points	885 pts.

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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 focused and involved during the internship, learning as much as possible about the agency and showing 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.

Additional Information:

Please remember that you are being observed while at the host agency, present yourself well and be professional. You are expected to show interest in the position and to learn as much as possible about the agency. Be an aggressive and enthusiastic learner. Remember you may seek employment or a letter of reference from this very agency or individual. There is also nothing wrong with creating networks that may later serve you well.

Assessments

These methods of assessment 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).
4. *Students will describe the internship in an oral presentation...* (to satisfy this Student Learning Outcome students will participate in class discussions and describe their experience while doing the internship time at the agency).

TECHNOLOGY REQUIREMENTS

LMS

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

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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

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 ETAMU 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>

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

Class attendance and participation are expected, especially for this class, senior seminar. I do not plan to build attendance into the class requirements at this point and hope no need will arise to do

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so. Students are expected to be present and ready to contribute when the class is in session.

Tardiness is reacted to in an unfavorably manner. Students will not be permitted to enter the class after the professor has initiated the focus for that class period. Early departure from the classroom will be dealt with accordingly.

Telephone and pagers must be turned off unless you work for some type of emergency agency (medical or law enforcement, etc.).

This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously. East Texas A&M University 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 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.

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](#).

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<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>

ETAMU 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 East Texas A&M University are expected to maintain high standards of integrity and honesty in all 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 reasonable accommodation for their disabilities. If you have a disability requiring accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination based on 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 people 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 ETAMUC 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

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

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Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

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

Week One August 25 -31, 2025	<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.</p> <p>Threaded Discussion # 1(due 8/30): Describe your ideal professional job and elaborate on why you would want such a position.</p>
Week Two Sept 1 - 7, 2025	<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 9/6): 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 fulfil both requests.</p>

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Week Three Sept 8 - 14, 2025	<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 9/10): 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., 9/13): Point out one significant idea from each of the research articles by Courtright & Mackey (2004) and Hiller, Salvatore & Taniguchi (2013). Be clear and detailed.</p>
Week Four Sept 15 - 21, 2025	<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., 9/23): You are seeking a degree to work somewhere within the criminal justice system. How do you think such a degree will aid your professional success?</p>
Week Five Sept 22 - 28, 2025	<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., 9/27): 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>Week Six Sept 29, - Oct 5, 2025</p>	<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 10/1): 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 Sat., 10/4): After reading 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 thoughts 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>
<p>Week Seven Oct 6 - 12, 2025</p>	<p>Required Reading - Continue reading police chapters in introductory criminal justice book.</p> <p>Threaded Discussion # 7 (due Sat., 10/11): "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 Oct 13 - 19, 2025</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., 10/18): Highlight (identify) one item of interest from the 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>

<p>Week Nine Oct 20 - 26, 2025</p>	<p>Required Reading -</p> <p>Class Writing # 3 (due 10/22): The reading or an assignment on any facet of policing during this time is likely to be sensitive. My 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 # 9 (due Sat., 10/25): 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>
<p>Week Ten Oct 27, - Nov 2, 2025</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>Threaded Discussion # 10 (due Sat., 11/1): 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>

<p>Week Eleven Nov 3 - 9, 2025</p>	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Job Position Presentations due (Threaded Discussion) Nov 4, 2025 by 11:59pm (submit through D2L)</p> <p>Threaded Discussion #11 (due Sat., 11/8): 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 9, 2025 by 11:59pm (submit to D2L)</p> <p>Share information on Research paper, provide any handouts</p>
<p>Week Twelve Nov 10 - 16, 2025</p>	<p>Required Reading - Reviewing all areas of the criminal justice within your introductory criminal justice textbook</p> <p>Class Writing # 4 (due 11/14): 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., 11/15): 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>Mail out Student Evaluation to Internship Agency</p>

Week Fourteen Nov 24 – 30, 2025	<p>Required Reading - Reviewing all areas of criminal justice within your introductory criminal justice textbook</p> <p>No Class on November 26, 2025</p> <p>Threaded Discussion # 14 (due Sat., 12/2): 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 resources or reference material that agrees with your suggested improvement and/or change.</p> <p>Student must have completed hours at internship agency</p> <p>Deadline for receiving Student Evaluation from internship agency</p>
Week Fifteen Dec 1 - 7, 2025	<p>Class Writing # 5 (due 12/5): 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 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. (Submit through D2L)</p> <p>Internship journal, and time sheets are due to be personally turned in on December 5, 2025 during the final essay exam time.</p> <p>Essay Exam will be conducted in the classroom on December 5, 2025. This exam will be over the entire field of criminal justice.</p>
Week Sixteen Dec 8 - 12, 2025	<p>Objective Exam over CJ will be conducted online December 12, 2025 and must be completed by 11:59pm (must be completed in one setting).</p>

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
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.