

CRM 598.900: Senior Seminar in Criminology & Criminal Justice**Missouri State University****Fall 2016****SYLLABUS**

Instructor:	Ms. Yarckow-Brown, MS	Class Dates:	August 23 - December 13, 2016
Office:	Strong Hall, 220	Meeting Time:	Thursdays 11:00 a.m. – 12:15 p.m.
Telephone:	(417) 836 – 5502	Meeting Location:	Strong Hall 250
Email:	Yarckow-Brown@MissouriState.edu		
Office Hours:	Thursdays 8:45 a.m. – 11:00 a.m., and 12:15 p.m. – 3:00 p.m.		

I. Course Details**A. Course Description**

Senior Seminar in Criminology and Criminal Justice is the capstone course for Criminology and Criminal Justice majors. Students in this course will examine contemporary policies and ethical issues involving crime and justice in society. Throughout the semester, students will be develop a thorough, cumulative paper which will integrate coursework that has been completed throughout the major. Within this course, there are two major goals:

- Students will be provided with opportunities to expand and apply their knowledge, particularly in areas that concern ethical leadership and decision-making abilities.
- Students will be provided with time, opportunities and resources to reflect on their post-graduation career goals and develop skills to assist them in their efforts in securing satisfying employment which connects to their education gained within the program.

Additionally, the Criminology and Criminal Justice Department has additional goals stipulated for this course:

- Students will be assessed on the knowledge they have gained through the completion of the courses taken within the major. This will be accomplished through the completion of a criminology and criminal justice exit exam.
- Students will be engaged within the community. This will be accomplished through a required number of hours of community service that is documented by way of a time sheet and journaling exercises by the student.

B. Student Learning Outcomes

Senior Seminar in Criminology and Criminal Justice (CRM 598) has been designed as a course which will engage students in the following scholarly areas:

- **Research:** Increase the student's ability in the area of research. Students will practice the art of searching through scholarly literature, reading research studies, and integrating empirical findings into their writings.

Assessment: The capstone paper (inclusive of the pre-components) will assess the student's ability in the area of research, especially with regards to the work surrounding the process of literature review.

- **Communication:** Enhance the student's communication skills. With regards to verbal communication, students will be responsible for contributing to discussions within the classroom setting. Exercises in

written communication will include participation in online discussion boards and through the extensive paper.

Assessment: The discussion board assignments, in-class discussions, capstone paper (inclusive of the pre-components) and capstone paper presentation will all enable the assessment of the student's ability to communicate through both oral and written means.

- **Critical Thinking:** Strengthen the student's aptitude in critical thinking. The department expectation for the course is that students will revisit major subject areas that were covered throughout the major and will be provided with opportunities to critically consider ethical issues as they pertain to those areas, such as law enforcement, courts, and corrections. The writing assignments and discussion forums will challenge the student's to apply their learning and to delve deeper into the presented issues.

Assessment: The discussion board assignments, in-class discussions, and capstone paper (inclusive of the pre-components) will assess the student's ability to think critically.

- **Community Engagement:** Heighten the student's awareness with regards to the community. To increase a student's awareness, students will be required to complete 16 hours of volunteer work within the community. The volunteer work will be documented by way of timesheets and through journaling assignments.

Assessment: The community engagement project (including the time sheets, journal entries and the in-class discussion about the project) will all allow the assessment of the student's awareness of community engagement.

- **Ethical Leadership:** Enable students to discuss and articulate reasonable and appropriate responses to social policies within ethical guidelines. A large part of the course will be focused upon ethical leadership, which will allow students to complete their paper in a competent manner.

Assessment: The in-class discussions and the capstone paper will provide assessment opportunities for the student's grasp of ethical leadership.

- **Career Development:** Empower students to become successful in their future career endeavors. In order to accomplish this objective, students will be required to complete several steps in portfolio development, practicing of interview techniques, and work with the career center on the development of their résumé.

Assessment: The career portfolio (including the résumé, temperament, and mock interview) will be used to assess the student's gained abilities in the area of career development.

C. Course Format

This course will be taught as an interactive, blended course with an emphasis on discussions – both in and out of the class, individualized research, volunteer work with journaling, an analytical semester project and career preparation tasks. Students will be responsible for reading assigned pages, completing outside investigation on particular topics and contributing to daily discussions. All material presented is intended to engage and inform the student, not to entertain.

D. Course Conduct

Due to the fact that material covered in this course may become very sensitive in nature, it is necessary to have course requirements set forth as a means of constructing a safe learning atmosphere. Every student enrolled in this course is expected to follow the guidelines as described as a means of ensuring the education of and respect for fellow classmates.

- No act of racism, sexism, ageism, any similar “ism,” or harassment will be tolerated. Students who choose to engage in such a negative activity will be asked to leave the classroom immediately. Before the student is allowed to return to class, he or she will be required to have a meeting with the Instructor to discuss the student's unacceptable and or inappropriate behaviors along with a plan to rectify such.

- Class discussions are designed for educational purposes and therefore should not be used to express harmful or disrespectful remarks about fellow classmates or the topics at hand. Conversations within the classroom are intended to allow for academic inquiry and side chatter will not be tolerated. Any student who desires to disrupt classroom discussions, including but not limited to, through interruptions of the Instructor or to another student, will be asked to leave the classroom for the remainder of that class period.
- In efforts of devoting needed attention to the topics of the course, it is expected that any material having no relevance upon the course content will be packed away during the class session. Such materials may include, but is not limited to, homework for another class, Ipods, cell phones, newspapers, etc. If the Instructor believes the items not relating to the course have become an interference in the learning environment, the Instructor reserves the right to confiscate these items until the class is over and the Instructor has discussed the problem with the student during an office hour appointment.
- When a student is involved in a single, severe incident of disrespect or in a manner that seriously violates the above modes of required conduct, or if a student is repeatedly engaged in negative behavior patterns that include, but is not limited to those mentioned, the Instructor does reserve the right to use the Class Disruption policies that are integral to the university. The Instructor will use the Class Disruption policy to determine an appropriate action and consequence to follow.

II. Required Materials

A. Required Textbooks

Braswell, M., Miller, L., & Pollock, J. (2012). *Case Studies in Criminal Justice Ethics*. (2nd ed.). Long Grove, IL: Waveland Press.

B. Additional Materials

- A collection of additional articles and chapters will be made available to the student within the “Supplemental Readings” component within the Blackboard site.
- In order to complete the projects assigned within the course, each student will also need to access several scholastic / academic journal.
- Students must have access to a working computer with internet access and the Google Chrome or Internet Explorer web browser downloaded to this machine.

III. Requirements of the Student

A. Attendance

Attendance will be taken in this course and it will count towards the student’s grade. Note that students are encouraged to attend all scheduled classes as academic and scholarly research shows that attendance has a strong positive influence upon a student’s course grade. When attending class, students must arrive on time for class and not leave early. Exigent circumstances are understandable as long as they are not re-occurring. Students should refrain from having conversations or discussions with the Instructor about why he / she has been absent, is arriving late to class, or is leaving early. In addition, students should not approach, e-mail or call the Instructor about material that has been missed; instead the student is expected to consult this Syllabus, the Course Calendar, and make networks with classmates to share notes.

B. Student Participation

Class discussions and student participation are essential within this course. A high level of participation is expected from everyone in the class. Students will be graded on daily participation and may earn up to 15 (fifteen) points per day that is shaded on the “Course Calendar” (10 days in total). Students are only required to earn 9 (nine) days of these participation points; this allows for human circumstances and emergency / exigent situations which demand an absence from class. A total of 135 (one-hundred-thirty-five) points are included in the rubric for the course grade from attendance and participation. If a student attends and participates in all 10 (ten) of the days indicated by the gray shading on the “Course Calendar,” he / she can earn up to 15 (fifteen) extra credit points. Each student should feel free to raise questions and contribute to the daily topics. There will be lecture material, videos, in class activities and presentations that students may respond to in efforts of assisting the flow of the class session and enlightening the student’s mind. Every student will benefit from the educational curiosities presented by other classmates.

C. Written Assignments

All written assignments are expected to follow these guidelines:

- *Proofread all work.* Grammatical guidelines must be followed. If this is a struggle for the student, he / she should request help from someone before submitting his / her work, and or visit MSU’s Writing Center for assistance. See: <http://writingcenter.missouristate.edu/>
- *Adhere to APA Guidelines.* Visit MSU’s Writing Center and / or locate online resources if assistance is needed in this area. The Purdue Writing Lab website (Purdue Owl) is an excellent source for adherence to these writing standards. See: <https://owl.english.purdue.edu/owl/>
- *Submit work on time and in the proper manner.* Partial credit will not be given for late work. Do not ask. Late work is not accepted under any circumstance. Most work is to be turned in during class time. Not before class to the office or after class because it was forgotten. Additionally, emailed assignments will not be accepted. Rarely are attachments acceptable for an assignment online, if they are, it will be indicated or noted on the assignment directions.
- *Pay attention to the requirements of the assignment.* Students need to be aware of the requirements for all assignments and be sure to conform to the necessary elements including, but not limited to, length, font size, paragraph formatting, and page numbering.

D. Blackboard

As this course is being presented as a blended class, students have been enrolled in the Blackboard site for this course. If a student is not familiar with Blackboard, he / she should start going through the course site and seeking out Instructional assistance with Blackboard immediately. Blackboard will be used extensively for this course. The course site has MAROON buttons in the left hand menu.

IV. Missouri State University’s Course Policies and Accommodations

A. Student Academic Integrity Policies and Procedures

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. The students are responsible for knowing and following Missouri State University’s student honor code, *Student Academic Integrity Policies and Procedures*, available online and at the Reserves Desk in Meyer Library or through the following website: <http://www.missouristate.edu/provost/academicintegrity.htm>. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Copying someone else's work, including, but not limited to the work of other students, authors, researchers and or professors, and/or allowing someone to copy a student's original work are both considered violations of the Student Academic Integrity Policy. Credit must be given and afforded to all sources utilized, such as the original authors, in compiling the student's work, in any and all assignments, by way of citations and reference pages. The use of textbooks, cellular telephones, jump sticks, flash drives, notes, study guides, or any other supplemental materials during exams or quizzes is prohibited. Collaborative work between students is not permitted unless expressly directed by the professor.*

**Note that when the Instructor of this course is allowing collaborative work between students, such directions will be expressed in writing. If collaborative work between students occurs when no such directive has been made by the Instructor, in writing, the Instructor will pursue all measures and sanctions afforded to faculty through the Student Academic Integrity Policies and Procedures.*

B. Nondiscrimination Policy

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head*. Please visit the OED website at www.missouristate.edu/equity/.

**Note for this course, the Interim Department Head is Dr. Brett Garland, whose office is in the Department of Criminology and Criminal Justice on the 2nd Floor of Strong Hall. Students may make appointments with him through the Administrative Assistant at (417) 836-3799.*

C. Disability Accommodations*

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Carrington Hall, Room 302, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/lcd>.

**Students in this course are asked to please inform the Instructor as soon as possible about any accommodations that are being requested and feasible efforts will be made to make sure all reasonable accommodations are made for the student.*

D. The Use of Cellular Telephones in Class

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during

class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

**Note the use of Ipods, Bluetooths, and similar musical or technological devices are also prohibited in this class. Additionally, the Instructor understands that each student has responsibilities outside of this class and allows for students to have their cellular telephones turned to a "silence" or "vibrate" mode during each class session. If a cellular telephone is turned to "vibrate," it is mandated that the phone is not placed on a hard surface that would cause as much disruption as the actual ring of the device. Should a student's phone ring or the student receives a text message, he / she should only respond if there is an absolute emergency noted. In no circumstance, outside of an exigent circumstance, should a student send text messages via a cellular telephone or similar electronic device while the class is in session.*

E. Dropping and Adding Courses

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade* and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

If the student wants to drop this class after the date specified in the University's academic calendar, the student will not automatically receive an "N" grade. "N's" at this point will only be given if the student can provide documented proof of extenuating circumstances. Dropping this late in the semester because you aren't doing well in a course is not an excuse. If the student wishes to withdraw from the University (i.e., drop all of your classes), he / she must contact the Registration Center, Carrington Hall, Room 320, (417) 836-5522.

** To clarify, the Instructor will be left with no choice per University policy to record an "F" grade for this course should the student not properly follow the procedures outlined above with regards to desisting from attending the course without dropping it through the Registration Center in Carrington Hall.*

F. Emergency Response Plan

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

VI. Assignments, Assessments, and Academic Integrity

A. Assignments

1. Reading Assignments

Prior to the arrival of a class session and / or completing the assignment due on that day, each student is expected to read the noted chapter pages and / or article listed in the “Assigned Reading” column on the Course Calendar at the end of this Syllabus. Reading and becoming familiar with the information that will be lectured upon and discussed best prepares the student for learning the material. Not reading the assigned pages will leave the student at a significant disadvantage, especially in times of group work and discussion.

2. “What are Ethics?” Discussion Board

For the first Discussion Board assignment in the course, the students are required to read two “Supplemental Readings” regarding Ethics (“Professions and Professional Ethics” and “Criminal Justice Ethics in the Future”). Once the student has read these articles, he/she should respond to Discussion Board #1 – What are Ethics? Forum in “Discussion Board” on Blackboard. This assignment is to be composed as a well-written and well-considered essay. Each student is required to create an original response to the posed questions and to respond or react to a minimum of one classmates through a response / reaction post. The rubric used for the (Regular) Discussion Board assignments is the same that will be used for this assignment, which is worth up to 15 (fifteen) points toward the student’s grade in the course. The “What are Ethics?” Discussion Board (including both posts) is due by 5:00 p.m. (central time) on Tuesday, August 30, 2016.

3. (Regular) Discussion Board Assignments

There will be a total of 11 (eleven) online Discussion Board assignments, including the “What are Ethics?” Discussion Board. Students are required to complete a minimum of 9 (nine) of these Discussion Board assignments. All postings for the Discussion Board assignments are due by 5:00 p.m. (central time) on Tuesday of each week (see the “Course Calendar” at the end of this Syllabus). Students who complete 11 (eleven) of the Discussion Boards can earn up to 15 (fifteen) extra credit points. Students who complete 12 (twelve) of the Discussion Boards can earn up to 30 (thirty) extra credit points – 15 (fifteen) points for each of the “extra” Discussion Boards. These allowances of “extra” Discussion Boards are to all for human circumstances or emergency / exigent situations in which a student was unable to participate in a Discussion Board in a timely manner. Each assignment requires a minimum of two postings – an original post and a response post – both of which need to be made prior to the due date and time of the assignment. *All due dates are noted in the Course Calendar at the end of this Syllabus.*

For each discussion board, the student will access assigned “Supplemental Readings” in Blackboard. There will be two articles to read for each assignment. After the student has read the articles, he / she will be responsible for creating an analytical question (not one that can be answered with a “yes” or no”) for his / her classmates to respond to within the forum. The sooner that students begin to post questions within the forum, the sooner classmates can begin to answer the questions posed in the original posts.

**Note that students will not be able to see posts from classmates in order to make a Reaction Post until he / she has completed an Original Post, and therefore even if it is late, a student will have to make an Original Post if he / she intends to make a Reaction Post.*

**Note: Do not submit any attachments to Discussion Board assignment postings. They will not be opened, read, or graded by the Instructor under any circumstance.*

The rubric on the following page will be consulted while the Instructor grades the Online Discussion Board assignments.

Discussion Board Assignment Rubric

Analytical	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>Make sure your post addresses each item fully!</i>	The posed question will require classmates to read the articles and think analytically before responding. Provided response to a classmate shows critical thought was applied.	The posed question will require classmates to merely skim and briefly consider the material before responding. Provided response to a classmate shows some thought was applied.	The posed question will require some skimming of the articles and a bit of thought be applied before responding. Provided response to a classmate shows little consideration to the material was given.
Originality	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>Consider new approaches to the presented materials.</i>	Your participation in the assignment appears to offer a brand new or fresh idea or approach.	Your participation offers some new insight either through the question posed or through the response provided to a classmate.	Your participation does not add anything new or substantial in either the posed question or the response provided to a classmate.
Connections	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>Be sure to connect your posts to the course materials.</i>	The ideas presented in your posts are clearly connected to the class material / topic.	Both posts are not clearly connected to the class material/topic.	The post may be vague without class connections being made.
Writing Mechanics	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>This is not a text message. This is a college assignment.</i>	Post is mostly free of grammatical errors. All sentences are formal and complete. No slang or abbreviations are used.	Post is sometimes unclear and/or has a few grammatical errors. Most sentences are formal and complete. Some slang or abbreviations are used.	Post is very unclear and/or has a significant number of grammatical errors. Sentences are not formal or complete. Slang and abbreviations are heavily used.
Timeliness	Excellent (3 points)	Competent (2 points)	Needs Work (1 point)
<i>If you wait until the latter half of the week to post it limits the opportunity for your classmates to read your post!</i>	Post is made early in the discussion in time for others to read and respond. (Post is made by Sunday at 5:00 p.m.)	Post is made prior to 24 hours before the deadline. (Post is made by Monday at 5:00 p.m.)	Post is made within the last 24 hours of availability. (Post is made on Tuesday by 5:00 p.m.)

3. Community Engagement Project

The Department of Criminology and Criminal Justice requires students focus on Community Engagement in the Senior Seminar course. In order to accomplish this task, students are required to conduct 16 (sixteen) hours of volunteer work in the community. The volunteer site must be approved by the Instructor no later than Thursday, 09/08/2016. Any training hours at this site will not count towards the required 16 (sixteen) hours of volunteer work. Students will be required to complete a time sheet (available in Blackboard) with a Supervisor's signature, a record of hours that the student volunteered and the Supervisor's contact information. This time sheet will be worth 40 (forty) points toward the student's grade in the course – 10 (ten) for each block of 4 (four) hours worked.

Additionally, students will be required to compose 4 (four) journal essays that are reactions to the work that they completed. It is suspected that students will complete their 16 (sixteen) hours through 4 (four) shifts of 4 (four) hours each. Therefore, must write 1 (one) journal essay after each shift of volunteer work. The first journal entry should include a few sentences defining what "Community Engagement" is and the last journal entry should include a few sentences which discusses what "Community Engagement" has meant to them or how it has impacted them through the semester. Each of the journal entries, must be a minimum of 1 (one) full page in length and no more than 2 (two) full pages in length. The journal entries will be worth up to 15 (fifteen) points each, and need to be comprehensive in nature with a demonstration of the analysis of the experience, what is being learned onsite and the gaining of community engagement for the student. When typing the journal essays, use 1" margins, 12 point Times New Roman font, and double space paragraph formatting.

The Community Engagement project will be due in class on Thursday, 12/08/2016. Students should staple all 4 (four) journal entries together under the signed time sheet. In total, the packet should be no more than 11 (eleven) pages in length. Overall, the Community Engagement project is worth up to 100 (one-hundred) points towards the students grade in the course.

Expectations / Requirements:

- Late assignments will not be accepted. Emailed assignments will not be accepted.
- Note that student collaboration on these assignments is not permitted (unless expressly directed, in writing, by the Instructor) as that would violate academic integrity.

4. Career Portfolio

Students will create a Career Portfolio throughout the semester, which will be composed of four components:

- Keirsey Temperament, with Reflection Paper
- Résumé
- Mock Interview, with a Self-Review

Each of the 3 (three) components of the portfolio will be worth up to 25 (twenty-five) points, for a total of 75 (seventy-five) points being available through the development of this project. To assist with the completion of this project, several opportunities will be made available:

- Thursday, August 25, 2016: Representatives from the Missouri State University Career Center will attend class and will discuss services they make available through the Career Center. This will include presentation of material concerning the writing of a résumé, the process of a mock interview and how to sign up for the mock interviews.

- Thursday, September 1, 2016: There will be no class to allow for students to attend *Résumé Madness* for the College of Humanities and Public Affairs (CHPA) will take place in the atrium of Strong Hall. This is a great chance to bring your résumé in for preview and suggestions by experts from the Career Center.
- Thursday, September 8, 2016: There will be no class, so students may attend and participate in the Community Involvement Fair for all majors which takes place on **Wednesday, September 7, 2016** in Plaster Student Union on the 1st and 2nd floors. If a student cannot attend the fair, he / she is asked to use class time on Thursday, September 8, 2016 to search for and secure his / her Community Engagement Project site before attending a meeting with the Instructor the next day.
- Wednesday, October 19, 2016: The Career Center will conduct an entire Mock Interview Day with *real* employers in Plaster Student Union Ballroom. This event is highly recommended as a means of completing the Mock Interview portion of this project. If a student cannot attend this event, he / she may make arrangements to complete a Mock Interview with staff from Missouri State University's Career Center within their department / office. Be sure to contact the Career Center about scheduling either of these Mock Interview options.

The Career Portfolio must be submitted to the Instructor at 11:00 a.m. in class on Thursday, October 27, 2016.

- The Career Portfolio must be contained within a folder that has brads / prongs.
- All pieces within the folder, must be 3-hole punched and properly secured within the folder.
- The student's name must be on the cover of the folder. This can be hand written or typed on a label.
- Within the folder, the components should be in this order:
 - Keirsey Temperament, with Reflection Paper
 - Complete the Keirsey Temperament (see "Career Portfolio" on Blackboard).
 - Score the instrument.
 - Highlight the profession for which the received score correlates.
 - Compose a one-page essay (double spaced, typed, 12 point Times New Roman font) style reaction to the instrument and the findings. Does this seem accurate for you? How might you be able to use this in your career search after college?
 - In the portfolio, include all pages of the instrument, your scoring page and the page(s) of the profession in which the score correlates is discussed, followed by the one page reaction essay.
 - Résumé
 - Ensure that this document is professional in appearance. It is highly suggested that the Career Center be consulted on the creation of the résumé. The Writing Center, a professional in the field, and a trusted friend are also good sources to check, double check and triple check for accuracy, professionalism, spelling and grammatical competency.
 - Mock Interview
 - Complete a Mock Interview. Students may choose to participate in the Mock Interview Day on October 18, 2016 or complete a Mock Interview with a Career Resource Specialist at the Career Center on campus with video recording available.
 - After completing the interview, students need to compose a one-page essay (double spaced, typed 12 point Times New Roman font) style reaction to the interview process. What was learned from the process? Consider the strengths and weaknesses of the interview as presented in the feedback or by viewing the

video. Identify them and discuss how to make the strengths stronger and improve upon the weaknesses.

Note that student collaboration on this assignment is not permitted as that would violate academic integrity. However, for any of the written components, the student may consult with the staff of the Career Center and or Writing Center on campus or any other student to assist in proofreading. These allowances are made as numerous grammatical errors will detract from the professionalism of the assignment and such mistakes will count against the student's grade.

5. Capstone Paper and Presentation

Goals for the Senior Project

- Identifying an important and relevant ethical issue related to criminology or criminal justice.
- Conducting a thorough and current literature review related to the chosen topic.
- Demonstrating a clear understanding of the various positions, needs, and issues surrounding the ethical dilemma related to the topic.
- Designing and articulating a thorough, creative, and realistic solution to the issue in the form of a proposed program, policy, and / or strategic plan.

a. Project Proposal and Defense

- Students have a lot of freedom in choosing a topic. The capstone paper should be focused on something that greatly interests the student; it should be a reflection of the student's interests, knowledge and academic skills. The only two requirements of the topic are:
 - It must relate to criminology or criminal justice
 - It must contain an ethical problem or issue
- Examples:
 - Solitary confinement
 - Mass incarceration / prison overcrowding
 - Racial profiling
 - Religious profiling
 - Use of force in policing
 - Sex offender registration
 - Alternatives to detention for juveniles
 - Plea bargaining
 - Capital punishment
- Topic selections / project proposals are due in an individual meeting with the Instructor on Thursday, September 8, 2016 in lieu of class (appointment times will be available from 9:00 a.m. to 2:30 p.m.). Students will present the Instructor with a one page proposal that begins with an ethical dilemma being identified in question form. The proposal is worth up to 25 (twenty-five) points. This proposal must be typed in 12 point Times New Roman font and double spaced. Overall, this assignment must distinguish the general topic and provide some direction in which the student is planning to take the paper, which will include the identification of the ethical dilemma to be addressed. This is the presentation of the problem to be that is under review. During the meeting with the Instructor, suggestions and recommendations will be made to help guide the student towards the completion of a successful project. Each appointment is expected to take no

more than 10 (ten) to 20 (twenty) minutes. Sign-up for the appointments will be available on the first day of class.

b. Reference Page

To demonstrate that research has begun on the project, students need to compile a list of the sources that he / she intends to use in writing the paper. The list of sources needs to be presented in the form of a reference page in APA format. A minimum of 15 (fifteen) scholarly sources should be included. It is expected that a few will not be used, and a few might be added as the work progresses on this project. (*Note: A minimum of 12 (twelve) scholarly sources must be on the Reference Page of the final project.*) 12 point Times New Roman font must be used. Pages must be stapled. The Reference Page is due in class on Thursday, September 22, 2016 and is worth up to 15 (fifteen) points.

c. Abstract

To guide this paper into a compilation stage, stage, an abstract will be drafted as a means of guiding the student in the writing process and informing the Instructor of the current plan and goal for the project. This abstract should be 100 (one-hundred) words in length and follow APA guidelines. In order to have a full understanding of what an abstract will include, it is suggested that the student pay particular attention to abstracts that appear before academic journal articles they read through the research process of the project. The (Rough Draft) Abstract is due in class on Thursday, October 6, 2016 and is worth up to 15 (fifteen) points. (*Note: It is expected that the student will be fine tuning this Abstract before the Final Paper is complete and that the revision will appear between the title page and the first page of the paper.*)

d. Detailed Outline

A detailed outline needs to be created for the capstone paper. When composing the outline, it is essential to remember that the paper itself must follow this format, as the outline, itself, should be similar in nature:

- Literature Review (this should compose about 10 pages of the final paper)
 - Presentation and statement of the problem / topic under review
 - Review of the current research literature
 - Identification of research gaps / areas in need of further research
- Presentation of Perspectives, Positions and Needs (this should compose 2 pages of the final paper)
 - Summary of the various perspectives, needs and positions relevant to the specific ethical dilemma being focused upon
 - This paper is to be an exploration in and demonstration of ethical leadership – remember than an ethical leader listens to all viewpoints and the needs of the people being led by the leader, and that the leader understands the viewpoints and needs
- The Proposal (this should compose about 8 pages of the final paper)
 - Thorough and detailed proposal
 - Illustrates how someone in a leadership position would decide to address or resolve the ethical issue being addressed in the paper
 - May be presented in various forms:
 - Proposing a policy (organizational, legislative, etc.)
 - Proposing a strategic plan (for a specific organization or agency)
 - Proposing a specific program

- May also present more than one of the above
- The Detailed Outline is due in class on Thursday, October 20, 2016. Students must cite sources in the outline as this will greatly assist the paper writing process in the near future, and it maintains academic integrity on the outline itself. The outline is worth up to 15 (fifteen) points.

e. Rough Draft

The Rough Draft is due in class on Thursday, November 3, 2016. This due date is necessary to allow adequate time for comments and having papers returned to students before the fall break of the semester. The final paper must be a minimum of 20 (twenty) pages in length, not including a title page, the abstract page, or the reference page(s). Graphs or other images do not count towards the total, either. The paper needs to be typed in 12 point Times New Roman font and formatting in double spacing. Also, include page numbers in the bottom right hand corner of each page. A minimum of 15 (fifteen) pages of the paper must be submitted for the rough draft, in order for the Instructor to provide valuable feedback to the students on the Rough Draft component, it is strongly suggested that students submit as much work as possible in the rough draft.

Additionally, the Instructor is not the proofreader of the Rough Draft; students must proof read their own work and obtain a signature of an additional proof reader (i.e. Writing Center, classmate, room-mate, English tutor, etc.). Two (the student and one other) signatures need to be on the first page of the Rough Draft with a notation that both proofread the Rough Draft before it was submitted. It is absolutely essential that the paper has been read and checked for spelling and grammatical accuracy. The Instructor will stop reading / grading the Rough Draft after 15 (fifteen) spelling and or grammatical errors are noted. The Rough Draft is worth up to 75 (seventy) points.

The Rough Draft must be returned to the Instructor with the Final Paper at the Final Paper due date (Thursday, December 1, 2016). If there are no changes made between the Final Paper and the Rough Draft, or if there are no changes made which follow recommendations from the Instructor that are with regards to spelling, grammar, academic integrity, flow, mechanics, concept development, analysis, etc., the Instructor reserves the right to not grade the Final Paper.

f. Final Paper

The final paper must be a minimum of 20 (twenty) pages in length, not including the title page, abstract, reference page and any included graphs. It must be typed in 12 point Times New Roman font and in double spaced paragraph formatting. There must be an introduction, literature review, presentation of perspectives, a proposal and a conclusion to the paper. Subheadings in the paper which identify these sections are required. Do not forget to include page numbers per APA guidelines. This paper must be submitted in a way in which all pages are connected and there are no loose pages. The final paper is due in class on Thursday, December 1, 2016, and is worth up to 400 (four-hundred) points.

The rubric presented on the next page will be used for the grading of the final paper. Students should consult this rubric in order to gain a better understanding of the expectations for this capstone project.

Grading Rubric for Senior Capstone Paper

	Excellent (80-100%)	Competent (70-79%)	Needs Work (69% & Below)
Grammar/ Writing Skills (10% of Paper / 40 points)	Writing is polished, professional, and adheres to basic grammatical rules.	Writing is of average quality and contains some minor grammatical errors.	Writing is of poor quality and contains multiple grammatical errors.
Formatting (10% of Paper / 40 points)	Student's paper follows APA 6 th edition formatting rules.	Student's paper follows APA 6 th edition formatting rules, with some minor errors.	Student's paper contains multiple formatting errors and/or fails to follow formatting rules at all.
Quality of Cited Literature (15% of Paper / 60 points)	All required sources are cited within the paper, as well as the Reference Page, and meet the criteria set forth by the Instructor.	Some cited sources fail to meet the criteria set forth by the Instructor, and/or some sources are not cited within the paper.	Many sources fail to meet the criteria set forth by the Instructor, and/or are not cited within the paper.
Literature Review (25% of Paper / 100 points)	The review contains all required elements, meets the required length and instructions set forth by the Instructor, cites the required number of sources, maintains a scholarly, objective tone, and focuses on scholarly literature.	The review is of average quality by failing, in a slight way, to meet the required length, adhere to the instructions, and/or cite the required number of sources. The review may also fail to maintain an objective tone, and/or focus on sub-par literature.	The review is of poor quality by failing, in a significant way, to meet the required length, adhere to the instructions, and/or cite the required number of sources. The review may also fail to maintain an objective tone, and/or focus on sub-par literature.
Perspectives, Positions, & Needs (10% of Paper / 40 points)	The student demonstrates a clear understanding of the people and groups impacted by the ethical issue central to their paper topic, and also presents a thorough summary of their positions and needs.	The student demonstrates a clear understanding of the people and groups impacted by the ethical issue central to their paper topic, but the presentation of their positions and needs lacks detail and/or fails to demonstrate a clear understanding of that impact.	The student fails to demonstrate a clear understanding of the people and groups impacted by the ethical issue central to their paper topic, and also fails to present a thorough summary of their positions and needs.
Proposal (30% of Paper / 120 points)	The student's proposal is creative, detailed, realistic, and meets the required length set forth by the Instructor. It connects clearly to the paper topic and the literature review, and also contains a plan for implementation and evaluation.	The student's proposal is of average quality by failing, in a slight way, to meet the required length, and/or excel in creativity and/or detail. It may fail to very clearly connect to the literature review, and may also be missing a detailed plan for either implementation <u>or</u> evaluation (but not both).	The student's proposal is of poor quality by failing, in a significant way, to meet the required length, and/or excel in creativity and/or detail. It may fail to connect to the literature review, and may also be missing a detailed plan for implementation and/or evaluation.

g. Paper Presentation

During two Thursday class periods (December 1 and 8, 2016), students will present their final papers in a professional manner. This presentation may or may not use visual aids, but cannot include video. Each presentation must be a minimum of 8 (eight) minutes in length and a maximum of 12 (twelve) minutes in length. No more than 6 (six) students will present per day and the class will work together to determine the order of student presentations. The presentations are worth up to 25 (twenty-five) points. The 25 (twenty-five) points will be based on:

- *Organization*: Presented in logical order and flows well. 5 (five) points
- *Clear Presentation of All Assigned Paper Elements*: Each required component of the paper is included in the presentation in a manner that is understood. 10 (ten) points
- *Creativity / Professionalism*: Has considered the presentation to ensure it is given a way that it has a creative edge to appeal to an audience and maintains a high level of professionalism. 5 (five) points
- *Clarity / Support from the Literature Review*: Proposal is supported by a clear presentation of material collected for the literature review. 5 (five) points

Note that student collaboration on any part of the Capstone Project is not permitted as that would violate academic integrity. However, for any of the written components, the student may consult with the Writing Center on campus or any other student to assist in proofreading. These allowances are made as numerous grammatical errors will detract from the professionalism of the assignment and such mistakes will count against the student's grade.

B. Criminology and Criminal Justice Exit Exam

The Criminology and Criminal Justice Department administers an Exit Exam to all CRM 598 students. Information about this Exit Exam will become available to the student later in the semester.

C. Due Dates and Times

All due dates for all assignments, essays, extra credit, projects and quizzes are indicated on the Course Calendar at the end of the Syllabus and are available by the first day of the semester. The due dates will not be moved ahead or earlier through the semester. If they are moved at all, the due date would be pushed back to a later day and students will be notified via an "Announcement" on Blackboard and via e-mail.

All work in this course is due by 5:00 p.m. (central time) on the due date. If a student cannot submit his / her work during the day (for example between 8 a.m. and 5 p.m. because of work, or other such obligations), he / she is able to submit their work the night before as Blackboard is open and available 24 hours a day, 7 days a week. Moreover, units open a week in advance and there is adequate time to get the work completed on time and even ahead of time if a student so chooses.

FAQ: Why 5:00 p.m.?

- 1) If a student has difficulty submitting an assignment (i.e. cat unplugs a computer, toddler turns a computer off, room-mate blew a fuse and electricity went out, Blackboard got a migraine, etc.), then he / she can e-mail the Instructor and receive assistance BEFORE the due time. The Instructor checks emails typically between 7 a.m. and 9 p.m. If the due time was midnight, and a student attempted to submit an assignment at 11 p.m., but Blackboard experienced a hiccup, he / she would

not be able to get assistance before the due time of midnight, because the Instructor is not available during that time. Therefore, the 5:00 p.m. (central time) due times are a means of helping the Student be successful.

- 2) The Instructor frequently completes grading during the evening hours. This means that upon occasion, it is possible that students can / will receive grades for an assignment turned in at 5 p.m. (central time) on any given day, and have it graded by 10 p.m. Feedback is an important part of success for a student in any course and this feedback can help improve future grades. The sooner a student receives feedback, the sooner he / she can make adjustments to ensure better work on the next assignment.

VI. Grading

A. Available Points

Through the following assignments (as discussed previously in this syllabus), the points available for earning by the student in this class are as follows:

<i>Assignment</i>	<i>Quantity</i>	<i>Points Each</i>	<i>Total Points</i>
Attendance and Participation <i>(Note that there are 10 class days in which participation will be graded. Only 9 are required; the 10th will be extra credit.)</i>	9	15	135
Capstone Paper - Final	1	400	400
Capstone Paper Presentation	1	25	25
Career Portfolio	1	60	60
Community Engagement Project	1	100	100
Discussion Board Assignments <i>(Note that there are 11 Discussion Board assignments. Only 9 are required; the 10th & 11th will be extra credit.)</i>	9	15	135
Rough Draft – Abstract	1	15	15
Rough Draft – Outline	1	15	15
Rough Draft – Proposal & Defense	1	25	25
Rough Draft – Reference Page	1	15	15
Rough Draft – Rough Draft of Paper	1	75	75
		Total	1000

B. Grade Calculations

A total of one thousand (1000) points may be earned throughout the course. Points that are earned by the particular student will be divided by one thousand (1000) as a means of calculating a percentage in determining the student's grade. The percentage-grade scale will be as follows:

Grade	Lowest Percentage Possible	Estimated Minimum Number of Points to Earn*
A	90%	900
B	80%	800
C	70%	700
D	60%	600
F	59% or below	599 & Below

**Grades will be determined by consulting the percentage Microsoft Excel determines. This program is set-up to automatically round the percentage to the nearest 1%.*

VII. Extra Credit

A. Additional Class Participation and Discussion Boards

There are 10 (ten) class days in which attendance and participation will be graded, but attendance and participation in only 9 (nine) of these class days is required; allowances of "extra" class days are in place to allow for human circumstances or emergency / exigent situations in which a student is unable to attend and participate in class. Students who attend and participate in all 10 (ten) of the class days (which are shaded gray on the "Course Calendar" may earn up to 15 (fifteen) points of extra credit.

There are 11 (eleven) Discussion Board assignments, but only 9 (nine) are required; allowances of "extra" Discussion Board assignments are in place to allow for human circumstances or emergency / exigent situations in which a student was unable to participate in a Discussion Board in a timely manner. Students who complete 10 (ten) Discussion Board assignments may earn up to 15 (fifteen) points of extra credit. Students who complete all 11 (eleven) Discussion Board assignments may earn up to 30 (thirty) points of extra credit.

Between the extra class sessions and Discussion Board assignments, students may earn up to 45 (forty-five) points of extra credit.

B. Availability of Extra Credit

Throughout the semester, a few extra credit opportunities may be made available at the discretion of the Instructor. However, there are no guarantees that any extra credit other than the additional class attendance and Discussion Board assignments will be made available. **IF**, there are additional extra credit opportunities made available, directions will be handed out in class and or made available on Blackboard. These are the only extra credit opportunities that will be allowed and accepted within this class. Due dates will be given and no late extra credit assignments will be accepted without first providing the instructor with documentation of an exigent circumstance.

C. Requesting Additional Extra Credit and Instructor Assistance

Please do not ask the instructor for additional extra credit opportunities or other chances at increasing a student grade. If a student is concerned with his or her grade, they are strongly encouraged to consult

the instructor about methods that the student can use to increase his or her overall performance in the classroom. Asking the Instructor for such advice should not be delayed until the last two weeks of class as that would be too late for such suggestions to make a difference.

VII. Course Calendar

Shaded days are days in which the class meets in person in Strong 250 from 11:00 a.m. to 12:15 p.m.

Day / Date	Topic / Agenda	Assigned Reading	Online Assignment Due by 5:00 p.m. / In-Class Assignment Due at 11:00 a.m.
Tuesday, 08/23/16	Introduction, Read the Syllabus!		Self-Introduction Discussion Board (<i>extra credit</i>)
Thursday, 08/25/16	Introductions, Senior Paperwork, Career Center	Syllabus (Be sure to read it in its entirety <u>before</u> class and have questions noted for discussion)	
Tuesday, 08/30/16	Ethics	Text: Pages 1 – 7, Supplemental Readings: Ethics	Discussion Board #1
Thursday, 09/01/16	<i>No Class</i>	CAREER PORTFOLIO WORK DAY – <i>Attend Resume Madness in Strong Hall Atrium</i>	
Tuesday, 09/06/16	<i>No Online Discussion Board</i>	COMMUNITY ENGAGEMENT PROJECT WORK DAY – <i>Attend Community Involvement Fair in Plaster Student Union (1st and 2nd floors) on 09/07/2016, or make contacts to determine Community Engagement Site</i>	
Thursday, 09/08/16	<i>No Class</i>	CAPSTONE PAPER – Meeting with Instructor at determined time	Capstone Paper Proposal and Defense and Community Engagement Site Determined Due at Instructor Meeting
Tuesday, 09/13/16	Law Enforcement	Supplemental Readings: Legalization of Marijuana	Discussion Board #2
Thursday, 09/15/16	Law Enforcement	Textbook Readings: Section I, Articles #1 - 13	
Tuesday, 09/20/16	Law Enforcement	Supplemental Readings: Terrorists	Discussion Board #3
Thursday, 09/22/16	Law Enforcement: Guest Presentation	None	Capstone Paper Reference Page Due at 11:00 a.m.
Tuesday, 09/27/16	Law Enforcement	Supplemental Readings: Gun Control Laws	Discussion Board #4
Thursday, 09/29/16	<i>No Class</i>	Alternative Assignment Online: Death Row Video (<i>extra credit</i>)	Death Row Online Discussion Board (Pick Up Capstone Paper Reference Page)
Tuesday, 10/04/16	Courts	Supplemental Readings: Three Strikes / Get Tough	Discussion Board #5
Thursday, 10/06/16	Courts	Textbook Readings: Section II, Articles #1 - 6	Capstone Paper Abstract Due at 11:00 a.m.
Tuesday, 10/11/16	Courts	Supplemental Readings: Gender Discrimination	Discussion Board #6
Thursday, 10/13/16	Courts	Textbook Readings: Section II, Articles # 7 - 13	
Tuesday, 10/18/16	Courts	Supplemental Readings: Targeted Minorities	Discussion Board #7

Thursday, 10/20/16	Courts: Guest Presentation	None	Capstone Paper Outline Due at 11:00 a.m.
Tuesday, 10/25/16	Corrections	Supplemental Readings: Aging Inmates	Discussion Board #8
Thursday, 10/27/16	Corrections	Textbook Readings: Section III, Articles #1 - 6	Career Portfolio Due at 11:00 a.m.
Tuesday, 11/01/16	Corrections	Supplemental Readings: Private Prisons	Discussion Board #9
Thursday, 11/03/16	Corrections	Textbook Readings: Section III, Articles #7 - 13	Capstone Paper Rough Draft Due at 11:00 a.m.
Tuesday, 11/08/16	Community Corrections	Supplemental Readings: Alternative Sanctions	Discussion Board #11
Thursday, 11/10/16	Corrections: Guest Presentation	None	
Tuesday, 11/15/16	Juvenile Justice	Supplemental Readings: Juvenile Courts	Discussion Board #12
Thursday, 11/17/16	Juvenile Justice	Textbook Readings: Section IV, Articles #1 - 13	
Tuesday, 11/22/16	<i>No Class</i>	<i>Thanksgiving Break</i>	
Thursday, 11/24/16	<i>No Class</i>	<i>Thanksgiving Break</i>	
Tuesday, 11/29/16	<i>No Online Discussion Board</i>	<i>CAPSTONE PAPER WORK DAY – Finish it up! The Capstone Paper is due promptly at 11:00 a.m. on Thursday, 12/01/2016</i>	
Thursday, 12/01/16	Capstone Project	Student Presentations (6)	Capstone Papers Due at 11:00 a.m.
Tuesday, 12/06/16	<i>No Online Discussion Board</i>	<i>COMMUNITY ENGAGEMENT PROJECT WORK DAY – Finish it up! The Community Engagement Project is due promptly at 11:00 a.m. on Thursday, 12/08/2016</i>	
Thursday, 12/08/16	Capstone Project	Student Presentations (6)	Community Engagement Project Due at 11:00 a.m.
Tuesday, 12/13/16 or Thursday, 12/15/16	Criminology and Criminal Justice Assessment Exam		Criminology and Criminal Justice Assessment Exam

Days highlighted by gray shading are days in which the class meets in Strong 250 from 11:00 a.m. to 12:15 p.m. If there is no student Capstone Project Presentations on the highlighted day, it is worth up to 10 (ten) participation points toward the grade earned in the course.

This Syllabus, inclusive of the Course Calendar may be changed at the discretion of the Instructor. If such changes occur, students will be notified via verbal announcement in class and/or through a written announcement posted on the Blackboard course site and / or via an e-mail sent to all enrolled students. It is the student's responsibility to become aware of such announced changes that may or may not be made during the semester.