

CRM 598.899: Senior Seminar in Criminology & Criminal Justice**Missouri State University****Fall 2016****SYLLABUS**

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Class Dates: January 17 – May 15, 2017
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.

Kane, R. J. & White, M. D. (2013). *Jammed Up*. New York, NY: New York University 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

Students are required to "attend" this course via the Blackboard site at a minimum of two times per week. However, more is strongly recommended as this will insure that the student is staying current with the materials and any updates or "Announcements" that will be posted to the site. Attendance will not be checked or graded, but it will become apparent and pivotal when it comes to the on-time completion of the assigned work in the course.

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 through their entries in the Discussion Board assignments, where he / she will be participating with reflections on the course materials, and communicating with classmates. This is an excellent educational opportunity for students to be involved with the Instructor and classmates in a virtual classroom conversation, where learning is bound to occur.

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 an online 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 exclusively for this course. The course site has black 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/ldc>.

**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

The assigned reading for each week is in the “Reading” column in the Course Calendar. This is the reading that must be completed in order to be successful with the Discussion Board assignment for the week. 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.

2. *Jammed Up* Discussion Board Assignments

There will be a total of 8 (eight) *Jammed Up* Discussion Board assignments. All postings for the Discussion Board assignments are due by 5:00 p.m. (central time) on Thursday of each week (see the “Course Calendar” at the end of this Syllabus). 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 read the assigned chapter in *Jammed Up*. After the student has read the chapter, 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..*

**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 *Jammed Up* Discussion Board assignments.

Jammed Up 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. Ethics Discussion Board Assignments

There will be a total of 7 (seven) Ethics Discussion Boards made available throughout the semester. These assignments will be made available in “Discussion Boards.” Discussion Board assignments are typically due on Thursdays by 5:00 p.m. (central time) each week (see dates in the Course Calendar at the end of this Syllabus). Absolutely no late submissions will be accepted for credit. Absolutely no attachments in the Discussion Board will be opened, read, or graded. Absolutely no e-mailed work for a Discussion Board assignment will be read or graded.

a. Directions and Requirements

For each Discussion Board assignment, the student can access the forum through the “Discussion Board” link from the home page of the site. *Note that there will be a separate forum for each of the questions to be addressed.* Students will be required to respond to the posted question for each forum a minimum of two (2) times: one (1) time as an original post and one (1) time as a reaction to a classmate’s on posting by 5:00 p.m. (central time) on the scheduled due dates, which are included in the “Course Calendar.” *Both posts are due by 5:00 p.m. (central time) on the date indicated on the “Course Calendar” at the end of this Syllabus.*

**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..*

A total of fifteen (15) points can be earned from each Ethics Discussion Board Assignment. The following rubric will be consulted while the Instructor grades the Online Discussion Board Assignments:

Original Posting

VALUE: Up to 10 points

10	Quality content in a minimum of 200 words, is thorough in responding to the posed question, and exhibits good grammar throughout, including, but not limited to proper capitalization, punctuation, word usage, and professional language (no slang)
7	Two of the above three requirements (quality, thorough, grammar)
3	One of the above three requirements (quality, thorough, grammar)
0	None of the above requirements

Reaction Posting

VALUE: Up to 5 points

5	Quality reaction post that relies upon and pulls in further information from the readings and which encourages further conversations with classmates, such as by asking questions or (respectfully) challenging classmates
3	Quality reaction post that relies upon and pulls in further information from the readings or encourages further conversations with classmates, such as by asking questions or (respectfully) challenging classmates
0	Not a quality reaction post that relies upon and pulls in further information from the readings and does not encourage further conversations with classmates, such as by asking questions or (respectfully) challenging classmates.

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.*

4. 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 posted in a “Discussion Board” on Blackboard by 5:00 p.m. (central time) on Tuesday, 01/31/2017 – the Instructor will approve or disapprove of the site through the “Discussion Board” on Blackboard, as well. 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, students must write 1 (one) journal essay after each shift of volunteer work. The first journal entry must include a few sentences defining what “Community Engagement” is and the last journal entry must 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 Instructor acknowledges that when the Journal entry is copied and pasted into the Journal site on Blackboard, some formatting may be altered and therefore the formatting will not count towards the Student’s earned grade on this assignment.*

The Community Engagement project will be due by 5:00 p.m. (central time) on Tuesday, April 25, 2017. Students must submit their time sheets and Journal entries in “Community Engagement Project” on Blackboard. The Journal entries must be entered directly into Blackboard (such as copying and pasting, or directly typing into Blackboard) and the time sheets can be submitted as scanned in attachments to the same Blackboard component.

Expectations / Requirements:

- Late assignments will not be accepted. Emailed assignments will not be accepted. All assignments must be submitted through Blackboard.
- 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 three pieces of a Career Portfolio throughout the semester, which will be composed of these 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.

The Career Portfolio must be submitted to the Instructor in pieces through “Career Portfolio” on Blackboard by 5:00 p.m. (central time) on each of the indicated due dates below, which are also noted on the “Course Calendar” at the end of this Syllabus.

- Résumé, due: Tuesday, February 21, 2017
 - 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. You will submit this assignment as a pdf in “Career Portfolio.”
- Keirsey Temperament, with Reflection Paper, due: Tuesday, April 18, 2017
 - Print out and complete the Keirsey Temperament (see “Career Portfolio” on Blackboard).
 - Score the completed instrument.
 - Circle 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? Submit this reflection essay as a journal entry that has been entered directly into the Blackboard site, or has been copied and pasted into the Blackboard site – do not submit this portion as an attachment.
 - Scan in and submit 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.
- Mock Interview, due: Tuesday, May 9, 2017
 - Complete a Mock Interview. Students may participate in a Mock Interview Day via Skype or over the telephone with the Missouri State University Career Center. Their contact information is available through “Career Center” on the Missouri State University website.
 - 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. Submit this as a journal entry directly into the Blackboard site, which requires typing directly into the Blackboard site or by copying and pasting into it. The date, time and interviewer name is required on the reflection journal. If the date, time and interviewer name are not include, the student will receive an automatic “0” score for this assignment.

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 Project: 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. Topic Proposal, due by 5:00 p.m. (central time) on Tuesday, January 24, 2017

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. Four of the main requirements of the topic / paper are:

- It must relate to criminology or criminal justice
- It must contain an ethical problem or issue
- It cannot be a topic or paper that was previously written for and submitted in another class, including a previously taken section of CRM 598. It is essential to remember that the paper that is submitted for this course must be the student's original work – it cannot be the work of someone else, nor can it be the work that has been submitted by the student for another course as either of these situations will be grounds for a violation of the Academic Integrity policies of Missouri State University and will be sanctioned as such with the possibility of a “0” grade for the paper and or an “XF” grade for the course as a whole.
- It must be a topic that the student him or herself has chosen and cannot result in a paper that is written by another person.
- 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 a Discussion board no later than 5:00 p.m. (central time) on Tuesday, January 24, 2017. The proposal is worth up to 10 (ten) points. Students will begin by presenting the topic as an ethical dilemma being identified in question form (i.e. Is plea bargaining an ethical solution for the overcrowding in the American court systems? Is it ethical for police to exercise a level of force to effect a legal arrest?) In the Discussion Board posting, the student 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 and the direction he/she suspects the paper will go in. This is the presentation of the problem to be that is under review. The Instructor will respond to the posts in a timely manner and students will be identified when approval or disapproval has been posted to the Discussion Board, so the student may go forward with the work on the paper.

b. Draft Reference Page, due by 5:00 p.m. (central time) on Tuesday, February 7, 2017

To demonstrate that research has begun on the project and that a student is familiar with APA reference formatting, 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 must 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. A scholarly source may be a book, a textbook, a journal article, a .org website, a .edu website or a .gov website. Any .com website is not scholarly and will not be counted to the source total.*) 12 point Times New Roman font must be used. The Draft Reference Page must be submitted as a .pdf in the “Capstone Project” component of Blackboard and is worth up to 20 (twenty) points.

c. Detailed Outline, due by 5:00 p.m. (central time) on Tuesday, February 14, 2017

A detailed outline needs to be created for the capstone paper. Students must parenthetically cite sources in the outline as it 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 20 (twenty) points and needs to be submitted as a.pdf attachment in the “Capstone Project” component of Blackboard. 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:

- *Introduction* (approximately 1 page of the final paper)
 - Presentation and statement of the problem / topic under review
- *Literature Review Section* (this should compose about 10 pages of the final paper)
 - Review of the current research literature
 - Identification of research gaps / areas in need of further research
- *Proposal Section* (this should compose about 8 pages of the final paper), will include:
 - A summary of the various perspectives, needs and positions relevant to the specific ethical dilemma being focused upon will be addressed
 - This paper is to be an exploration in and demonstration of ethical leadership – remember that 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
 - A thorough and detailed proposal or solution to the ethical dilemma that has been presented through the introduction and literature review
 - The proposal should illustrate how someone in a leadership position would decide to address or resolve the ethical issue being addressed in the paper, and may be presented with detail and thorough discussion 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
- *Conclusion* (approximately 1 page of the final outline)
 - Summation of the work that has been collected and presented throughout the paper

- d. Draft Introduction, due by 5:00 p.m. (central time) on Tuesday, February 28, 2017**
The introduction should present and state the ethical dilemma that will be discussed in the paper, along with starting to familiarize the reader with the direction the paper will go with a proposed solution. This introduction should be no less than one paragraph in length and no more than one page, when typed in 12 point Times New Roman font and double spaced with 1” margins. The Introduction Rough Draft needs to be submitted as a .pdf attachment in the “Capstone Project” component of Blackboard and is worth up to 10 (ten) points in the course.
- e. Draft Literature Review, due by 5:00 p.m. (central time) on Tuesday, March 7, 2017**
The literature review section needs to be a thorough presentation of the researched literature that addresses the ethical dilemma that has been presented. Overall, this needs to be a very thorough and comprehensive presentation of the research and should be 10 (ten) pages in length at minimum. The literature review should not appear as a collection of summaries of the books and articles read, but rather a compilation of the research, which means that more than one source should be in a paragraph. The student must put the information together that is about similar pieces of the issue from multiple sources as this provides strength to the information being presented. Do not submit a collection of book reports, but rather a true literature review. If unfamiliar with what a Literature Review is, or should include, please see: <https://www.rlf.org.uk/resources/what-is-a-literature-review/>. There is also a Power Point presentation from Missouri State University’s Writing Center on Blackboard to assist. The Literature Review Rough Draft is worth up to 50 (fifty) points and must be submitted as a .pdf attachment through the “Capstone Project” component of Blackboard. Be sure to use APA formatting and style with 12 point Times New Roman font and double spaced with 1” margins.
- f. Draft Proposal and Conclusion, due by 5:00 p.m. (central time) on Tuesday, March 28, 2017**
In the proposal section, the student must design and or develop a proposal or solution to the ethical dilemma that has been presented through the paper. Before presenting the proposal, the student must acknowledge and recognize those that the ethical dilemma impacts, their perspectives and the positions they may hold in reference to this ethical dilemma (i.e. How does this impact them or make a difference to them? What are their viewpoints? What are the needs?). The solution proposed needs to be very detailed so that it could actually be developed and put into action. A policy, program, or strategic plan may be used in presenting the student’s unique proposal. This proposal is to be created by the student and not the reiteration of a policy, program, or strategic plan that has already been designed, presented or used. A previously designed, presented or used program can be used as a guide and could have pieces implemented into the student’s new policy, program or strategic plan, but the student’s proposal must be different as a whole. Following this proposal, there needs to be a conclusion or summation of the paper to end or wrap up the paper. Again, the Proposal Section and Conclusion Rough Draft must be presented in APA format with 12 point Times New Roman font, double spaced, and with 1” margins. The document, which should be in total 9 (nine) pages in length, needs to be submitted as a .pdf attachment through the “Capstone Project” component of Blackboard and is worth up to 50 (fifty) points towards the student’s grade in the course.

g. Draft Abstract Rough, due by 5:00 p.m. (central time) on Tuesday, April 4, 2017

The final Rough Draft piece is that of the Abstract Rough Draft. This abstract should be 100 (one-hundred) words in length and follow APA guidelines and be a professional summation of the student's paper. The Abstract in the final paper will appear on the page immediately following the cover page, and immediately prior to the start of the paper. 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 Abstract Rough Draft will be presented in APA format with 12 point Times New Roman font, 1" margins and double spaced. The Abstract will not count towards the page total in the final paper. The Abstract Rough Draft is worth up to 10 (ten) points.

****An important note regarding all Draft pieces of the Capstone Project****

The Instructor is not the proofreader of the Draft; students must proof read their own work. This means the student is required to not only use or rely upon spelling and grammar checks of their word-processing program, but that the student has also actually read his or her own paper before submitting it to the Instructor for grading. It is suggested to read the paper multiple times: once to him / herself, once out loud, and once backwards. Additionally, the student is encouraged to consult with a Writing Center, a trusted friend, an English tutor, etc. to check for troubles within a paper component. The Instructor will stop reading / grading any Draft piece after 15 (fifteen) spelling and or grammatical errors are noted and record a "0" score for that assignment. No exceptions will be made to this policy.

h. Final Paper, due by 5:00 p.m. (central time) on Tuesday, April 11, 2017

The final paper must be a minimum of 20 (twenty) pages in length, not including the title page, abstract, reference page(s) and any included charts, graphs, or images. It must be typed in 12 point Times New Roman font and in double spaced paragraph formatting, with 1" margins on all sides. 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. The final paper must be submitted through the "Capstone Project" component of Blackboard as a .doc or .docx file to enable the full Academic Integrity screen programs. The final paper is worth up to 400 (four hundred) points in the course.

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. If a Reference page is not included with the paper, the student will receive a zero for this part of the grading rubric.
Literature Review [10 pages] (30% of Paper) (120 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.
Proposal [8 pages] (35% of Paper) (140 points)	The student's proposal is innovative, detailed, realistic, and meets the required length set forth by the Instructor. It connects clearly to the paper topic and the literature review, and explicitly contains the following elements: a description of the problem being addressed and its impact on specific people/groups, a detailed description of the program or policy and its goals, a detailed implementation plan, and a detailed evaluation plan that connects to the program's or policy's stated goals.	The student's proposal is of average quality by failing, in a slight way, to meet the required length, and/or excel in innovation and/or detail. It may fail to very clearly connect to the literature review, and may also be missing one of the following components: a description of the problem being addressed and its impact on specific people/groups, a detailed description of the program or policy and its goals, a detailed implementation plan, and a detailed evaluation plan that connects to the program's or policy's stated goals.	The student's proposal is of poor quality by failing, in a significant way, to meet the required length, and/or excel in innovation and/or detail. It may fail to connect to the literature review, and may also be missing one or more of the following components: a description of the problem being addressed and its impact on specific people/groups, a detailed description of the program or policy and its goals, a detailed implementation plan, and a detailed evaluation plan that connects to the program's or policy's stated goals.

i. Paper Presentation

Students are required to submit a recorded presentation of their paper through Blackboard. Any program they are familiar with that will allow the submission of a video through the “Capstone Project” component of Blackboard will be acceptable. The presentation will be scored according to the following expectations:

- *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. 15 (fifteen) 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. This exam will be administered through Blackboard and due by 5:00 p.m. (central time) on Tuesday, May 16, 2017. While this exam will not count towards the student’s grade in the course, it must be completed by every student enrolled in the course. If a student does not take the exam, he or she will receive an “I” or incomplete grade in the course until it is taken. This is not a test to study or prepare for, but rather an assessment that is used by the department only.

C. Due Dates and Times

All due dates for every component of the course are indicated on the “Course Calendar” at the end of the Syllabus. 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>
Capstone Project: Abstract Rough Draft	1	10	10
Capstone Project: Final Paper	1	400	400
Capstone Project: Introduction Rough Draft	1	10	10
Capstone Project: Literature Review Section Rough Draft	1	50	50
Capstone Project: Outline	1	20	20
Capstone Project: Presentation	1	30	30
Capstone Project: Proposal Section and Conclusion Rough Draft	1	50	50
Capstone Project: Reference Page Rough Draft	1	20	20
Capstone Project: Topic Proposal	1	10	10
Career Portfolio: Mock Interview	1	25	25
Career Portfolio: Résumé	1	25	25
Career Portfolio: Temperament Sorter and Reflection	1	25	25
Community Engagement Project	1	100	100
Ethics Discussion Board Assignments	7	15	105
<i>Jammed Up</i> Discussion Boards	8	15	120
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. Availability of Extra Credit

There are two (2) extra credit opportunities this semester.

The first is the Self Introduction Discussion Board, which is due by 5:00 p.m. (central time) on Tuesday, 09/17/2016. This is in "Discussion Boards" on Blackboard and is worth up to 15 points.

The second is attendance at the presentation by Dr. Michael White, author of the class reader, *Jammed Up*, on Thursday, 03/09/2016 in Library 101 on the Missouri State University Springfield campus (time to be announced) and completing a 100 word reflection of the presentation. The reflection will be posted in "Discussion Boards," as well, and will be worth up to 25 points. If you absolutely cannot attend this presentation, please contact the Instructor with a reason (i.e. residing in a state other than MO, in the military and deployed, hospitalized, etc.) and an alternative extra credit opportunity will be made available at the discretion of the Instructor.

B. Requesting Additional Extra Credit and Instructor Assistance

Please refrain from requesting 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

<i>Week</i>	<i>Reading</i>	<i>Weekday</i>	<i>Date</i>	<i>Assignment Due by 5:00 p.m. (central time)*</i>
1	Syllabus and <i>Jammed Up</i> – Chapter 1	Monday	01/16/17	<i>No School – MLK, Jr. Day</i>
		Tuesday	01/17/17	Self-Introduction Discussion Board (15 extra credit points)
		Wednesday	01/18/17	
		Thursday	01/19/17	<i>Jammed Up</i> Discussion Board #1 (15 points)
		Friday	01/20/17	
2	<i>Jammed Up</i> – Chapter 2	Monday	01/23/17	
		Tuesday	01/24/17	Capstone Project: Topic Proposal (10 points)
		Wednesday	01/25/17	
		Thursday	01/26/17	<i>Jammed Up</i> Discussion Board #2 (15 points)
		Friday	01/27/17	
3	<i>Jammed Up</i> – Chapter 3	Monday	01/30/17	
		Tuesday	01/31/17	Community Engagement Site Chosen (10 point deduction if not on time)
		Wednesday	02/01/17	
		Thursday	02/02/17	<i>Jammed Up</i> Discussion Board #3 (15 points)
		Friday	02/03/17	
4	<i>Jammed Up</i> – Chapter 4	Monday	02/06/17	
		Tuesday	02/07/17	Capstone Project: Draft Reference Page (20 points)
		Wednesday	02/08/17	
		Thursday	02/09/17	<i>Jammed Up</i> Discussion Board #4 (15 points)
		Friday	02/10/17	

**Note that all course components are due by 5:00 p.m. (central time) on the due date indicated in the calendar. If a student is unable to complete an assignment on the due date by that time, it is recommended that he / she complete the assignment prior to that date as late assignments and late exams are not allowed in this course. For more information about the 5:00 p.m. (central time) due time for all course components, please see pages 17 & 18 of the Syllabus.*

UNIT II: THE POLICE AND LAW ENFORCEMENT

<i>Week</i>	<i>Reading</i>	<i>Weekday</i>	<i>Date</i>	<i>Assignment Due by 5:00 p.m. (central time)*</i>
5	<i>Jammed Up – Chapter 5</i>	Monday	02/13/17	
		Tuesday	02/14/17	Capstone Project: Detailed Outline (20 points)
		Wednesday	02/15/17	
		Thursday	02/16/17	Jammed Up Discussion Board #5 (15 points)
		Friday	02/17/17	
6	<i>Jammed Up – Chapter 6</i>	Monday	02/20/17	<i>No Classes – President's Day</i>
		Tuesday	02/21/17	Career Portfolio: Résumé (25 points)
		Wednesday	02/22/17	
		Thursday	02/23/17	Jammed Up Discussion Board #6 (15 points)
		Friday	02/24/17	
7	<i>Jammed Up – Chapter 7</i>	Monday	02/27/17	
		Tuesday	02/28/17	Capstone Project: Introduction Section Rough Draft (10 points)
		Wednesday	03/01/17	
		Thursday	03/02/17	Jammed Up Discussion Board #7 (15 points)
		Friday	03/03/17	
8	<i>Jammed Up – Chapter 8</i>	Monday	03/06/17	
		Tuesday	03/07/17	Capstone Project: Literature Review Section Rough Draft (50 points)
		Wednesday	03/08/17	
		Thursday	03/09/17	Jammed Up Discussion Board #8 (15 points) <u>EXTRA CREDIT PRESENTATION:</u> Dr. Michael White in Library 101 on the MSU Springfield campus, time to be announced
		Friday	03/10/17	

*****Spring Break is March 11 – 19, 2017*****

**Note that all course components are due by 5:00 p.m. (central time) on the due date indicated in the calendar. If a student is unable to complete an assignment on the due date by that time, it is recommended that he / she complete the assignment prior to that date as late assignments and late exams are not allowed in this course. For more information about the 5:00 p.m. (central time) due time for all course components, please see pages 17 & 18 of the Syllabus.*

UNIT III: COURTS AND ADJUDICATION

Spring Break is March 11 – 19, 2017

Week	Reading	Weekday	Date	Assignment Due by 5:00 p.m. (central time)*
9	<i>Case Studies in Criminal Justice Ethics,</i> p. 9 - 20	Monday	03/20/17	
		Tuesday	03/21/17	Michael White Presentation Reflection Discussion Board (25 extra credit points)
		Wednesday	03/22/17	
		Thursday	03/23/17	Ethics Discussion Board #1 (15 points)
		Friday	03/24/17	
10	<i>Case Studies in Criminal Justice Ethics,</i> p. 21 – 42	Monday	03/27/17	
		Tuesday	03/28/17	Capstone Project: Proposal and Conclusion Rough Draft (50 points)
		Wednesday	03/29/17	
		Thursday	03/30/17	Ethics Discussion Board #2 (15 points)
		Friday	03/31/17	
11	<i>Case Studies in Criminal Justice Ethics,</i> p. 43 – 61	Monday	04/03/17	
		Tuesday	04/04/17	Capstone Project: Abstract Rough Draft (10 points)
		Wednesday	04/05/17	
		Thursday	04/06/17	Ethics Discussion Board #3 (15 points)
		Friday	04/07/17	
12	None	Monday	04/10/17	
		Tuesday	04/11/17	Capstone Project: Final Paper (400 points)
		Wednesday	04/12/17	
		Thursday	04/13/17	<i>No Classes – Spring Holiday</i>
		Friday	04/14/17	<i>No Classes – Spring Holiday</i>

**Note that all course components are due by 5:00 p.m. (central time) on the due date indicated in the calendar. If a student is unable to complete an assignment on the due date by that time, it is recommended that he / she complete the assignment prior to that date as late assignments and late exams are not allowed in this course. For more information about the 5:00 p.m. (central time) due time for all course components, please see pages 17 & 18 of the Syllabus.*

UNIT IV: CORRECTIONS AND ALTERNATIVE SANCTIONS

Week	Reading	Weekday	Date	Assignment Due by 5:00 p.m. (central time)*
13	<i>Case Studies in Criminal Justice Ethics,</i> p. 62 - 78	Monday	04/17/17	
		Tuesday	04/18/17	Career Portfolio: Temperament Screening and Reflection (25 points)
		Wednesday	04/19/17	
		Thursday	04/20/17	Ethics Discussion Board #4 (15 points)
		Friday	04/21/17	
14	<i>Case Studies in Criminal Justice Ethics,</i> p. 79 – 96	Monday	04/24/17	
		Tuesday	04/25/17	Community Engagement Project (100 points)
		Wednesday	04/26/17	
		Thursday	04/27/17	Ethics Discussion Board #5 (15 points)
		Friday	04/28/17	
15	<i>Case Studies in Criminal Justice Ethics,</i> p. 97 - 114	Monday	05/01/17	
		Tuesday	05/02/17	Capstone Project: Presentation (30 points)
		Wednesday	05/03/17	
		Thursday	05/04/17	Ethics Discussion Board #6 (15 points)
		Friday	05/05/17	
16	<i>Case Studies in Criminal Justice Ethics,</i> p. 115 - 152	Monday	05/08/17	
		Tuesday	05/09/17	Career Portfolio: Mock Interview (25 points)
		Wednesday	05/10/17	
		Thursday	05/11/17	Ethics Discussion Board #7 (15 points)
		Friday	05/12/17	<i>No Classes – Study Day</i>
17	None	Monday	05/15/17	
		Tuesday	05/16/17	Criminology and Criminal Justice Assessment Exam (must complete to get a grade in the course)

Note: The course calendar above may be changed at the discretion of the Instructor. If such changes occur, students will be notified via posted announcement on Blackboard and e-mailed to the student. It is the student's responsibility to become aware of such announced changes that may or may not be made during the semester.

**Note that all course components are due by 5:00 p.m. (central time) on the due date indicated in the calendar. If a student is unable to complete an assignment on the due date by that time, it is recommended that he / she complete the assignment prior to that date as late assignments and late exams are not allowed in this course. For more information about the 5:00 p.m. (central time) due time for all course components, please see pages 17 & 18 of the Syllabus.*