



**COURSE SYLLABUS**  
**CJ583-01W: Criminal Justice Policy**  
**Fall 2013**

**Instructor:** David Marble, Ph.D., Adjunct Instructor  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

***Textbook(s) Required Reading:***

*Daniel P. Mears. 2010. American Criminal Justice Policy: An Evaluation Approach to Increasing Accountability and Effectiveness. New York: Cambridge University Press. ISBN 978-0-521-76246-5*

***Additional Readings (these can all be found in DocSharing in eCollege):***

*Acker, James R. 2007. "Impose an immediate moratorium on executions." Criminology & Public Policy 6(4):641-650.*

*Alpert, Geoffrey P. 2007. "Eliminate race as the only reason for police-citizen encounters." Criminology & Public Policy 6(4):671-678.*

*Clear, Todd R., & Natasha A. Frost. 2001. "Criminology & public policy: A new journal of the American Society of Criminology." Criminology & Public Policy 1(1):1-3.*

*Clear, Todd R., & Natasha A. Frost. 2007. "Informing public policy." Criminology & Public Policy 6(4):633-640.*

*Jones, Peter R., & Brian r. Wyant. 2007. "Target juvenile needs to reduce delinquency." Criminology & Public Policy 6(4):763-772.*

*Ostrom, Brian J., & Roger A. Hanson. 2007. "Implement and use court performance measures." Criminology & Public Policy 6(4):799-806.*

*Walker, Jeffery T. 2007. "Eliminate residency restrictions for sex offenders." Criminology & Public Policy 6(4):863-870.*

Other materials/readings as assigned and posted in DocSharing in eCollege.

**Course Description:**

This course will introduce, examine, and provide students the skills with which to analyze criminal justice policies. This course will emphasize a conceptual approach rather than a statistical focus to studying the creation, implementation, and evaluation of criminal justice policies. Although this will focus more on the steps involved in the evaluation of criminal justice policies it will also address the existence of criminal justice policies and their relevance to the success of the social institution known as the criminal justice system (acknowledging the operations of each criminal justice component - law enforcement, courts, and corrections).

**Course Design:**

This is a completely online course. Our interaction will basically be by way of the computer. The computer will be our classroom. With that stated, it is understandable that everyone must have access to a working computer. Students should also be willing to commit the appropriate time necessary to be successful in this class.

There will be a large amount of reading, of the textbook, research articles or professional material associated with criminal justice policies, and of criminal justice policies themselves. Students will also do some writings, such as developing a graduate quality paper that will represent or portray a criminal justice policy. Students will write on various steps of policy evaluations. In fact, we essentially are performing a policy evaluation.

Students will also have an opportunity to communicate with each other, using the computer, in the form of "comments" about information found in the chapters of the textbook. Students may also employ "virtual office," and "student lounge" that exist in ecollege.

The design of the course is to expose each student to as much information as possible about criminal justice policies; to assist students in learning the importance of criminal justice policies; and to cultivate skills that will help them to create, implement, and evaluate criminal justice policies.

**Student Learning Outcomes (Core Competencies):**

1. Students will be able to demonstrate critical thinking in reference to the creation, implementation, and evaluation of criminal justice policies.
2. Students will properly employ either American Psychological Association (APA), American Sociological Association (ASA), or Modern Language Association (MLA) style of citation and research writing, as appropriately used in the field of criminal justice practically or academically.

3. Students will display familiarity and understanding of criminal justice policy and evaluation information, and techniques.

**Student Learning Outcomes (Course Particular):**

1. Students will be able to demonstrate their understanding of the development of complex criminal justice policies by describing the steps involved in implementing a policy.

2. Students will be able to identify the evaluation hierarchy of a criminal justice policy.

3. Students will participate in a practice process whereby evaluating a criminal justice policy

4. Students will become familiar with the research literature that addresses criminal justice policies and evaluation of those policies.

5. Students will demonstrate their awareness of public policy issues as they relate to the development, implementation, and evaluation of criminal justice policies.

<b>COURSE REQUIREMENTS</b>
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**Instructional Methods/Activities/Assessments**

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, papers, and other written assignments. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not

necessarily be the only way or the right way of thinking. Consider other perspectives

- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.”

(Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.)

When preparing discussions/comments/assignments/papers/etc., use the following to help you critically think through each task. You will be graded (in part) on how well you are able to perform this skill.

- Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue
- Gather information on the problem/issue that may support or contradict your position
- Analyze your facts. Don't assume anything. Evaluate the facts objectively
- Determine a reasonable conclusion based on all of the facts
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be

### **Instructional / Methods / Activities Assessments**

#### **(1) Initial Presentation (10 pts., extra credit)**

**Every student must introduce him- or herself by the second day of class during Week One.** This information will be entered as a threaded discussion. Each student should follow the example provided in ecollege at the site of the assignment in Week One. Each student's presentation should cover the following information:

- Name
- Occupation/career and length of time

- How this course is expected to help or aid your career, separate from the entire degree
- Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
- Describe how you expect this degree to enhance your career

**(2) Chapter Discussion Questions (9 @ 20 pts. each, 180 pts. possible)**

Each student must write an answer to a chapter question proposed or supplied by the professor. There will be at least one question per chapter, per week that pertains to that specific chapter that students must write an answer to by **Thursday** of each week (posted by 11:59pm). Where there are two chapters then students will be responsible for answering each question per chapter. There will be a separate dropbox for each chapter question and numbered appropriately.

Maximum points per chapter discussion question are twenty (20) points. Grading of this assignment will be based on the following (there is no set length for the answer, however, understand the professor will not give maximum points for 2 or 3 sentences).

Points to consider for maximum grade achievement:

- Student must demonstrate he/she has read the chapter by employing appropriate concepts and information
- Student must demonstrate an understanding of the information by addressing it in detail fashion; superficial discussion will not receive maximum grade available
- Discussion must be of graduate quality
- If sources other than the textbook are used they must be cited in a bibliography

Chapter One Discussion Question # 1 (due Thursday of week 1 by 11:59pm)

1. Elaborate on one of the goals of the book identified in Chapter One.

Chapter Two Discussion Question # 2 (due Thursday of week 1 by 11:59pm)

2. What factors influence the creation of criminal justice policies, and which ones matter the most?

Chapter Three Discussion Question # 3(due Thursday of week 2 by 11:59pm)

3. How can evaluation research contribute to increased government accountability and evidence-based policies and practices?

Chapter Four Discussion Question # 4 (due Thursday of week 2 by 11:59pm)

4. How do you conduct a need evaluation?

Chapter Five Discussion Question # 5 (due Thursday of week 3 by 11:59pm)

5. Why do you think criminal justice policies frequently lack clear or defensible theoretical foundations?

Chapter Six Discussion Question # 6 (due Thursday of week 3 by 11:59pm)

6. What steps can be taken to increase the number and quality of implementation evaluations of criminal justice policies?

Chapter Seven Discussion Question # 7 (due Thursday of week 4 by 11:59pm)

7. How is an outcome evaluation different from an impact evaluation?

Chapter Eight Discussion Question # 8 (due Thursday of week 5 by 11:59pm)

8. What are the benefits of evaluating the cost efficiency of a criminal justice policy?

Chapter Nine Discussion Question # 9 (due Thursday of week 5 by 11:59pm)

9. How would you increase the use of evaluation research in the development, implementation, monitoring, and assessment of criminal justice policy?

**(3) Comments - Student Communication (5 @ 3 pts. each, 15 pts. possible)**

In an online class it is not easy or effortless for students to communicate with each other. In fact, students may have to go out of their way to communicate with one another. Usually the communication is between the student and professor. I want to encourage student-to-student communication. Therefore, a student will be able to earn up to 15 points during the entire course when he/she participates in Student Communication.

Each week a student should post a comment pertaining to some ideas associated with the chapter being read, discussed, and studied for that specific week by posting a comment under the heading of Comment. It will be necessary for the student to post the relevant comment between Sunday and Wednesday, no later than 11:59pm of that Wednesday if he/she expects to earn any points for the posting during that week.

Comments should be relevant and demonstrate that the student is reading or has read the chapter and appear to be familiar with the information in that specific chapter on which he/she is commenting. Comments need not be of any particular length or number of words. Comments should be thought provoking. Comments could be a question of a thought or idea presented in the chapter or a challenge of ideas as presented by the author.

**Please be careful not to present or employ the same information used to answer the Chapter Discussion Questions. Try to obtain more than one idea from the chapter(s) covered for each week.**

**(4) A Policy Reading: A Critical Analysis (4 @ 15 pts. each, 60 pts. possible)**

This assignment involves students reading the identified Policy Essay for that particular week then writing a brief position paper that reflects the student's position on that specific topic. This brief position paper should be at least 300 words. It should not be anecdotal, but contain a position that has some logical or theoretical backing. Remember that one of the steps in creating a policy is that a theoretical evaluation is conducted. You may want to recall the information that you are learning in this course to assist you as you formulate this brief/short position paper. If necessary and it will be appropriate, you may include references or resource information to support your position. This does not have to be a book, but the purpose of this assignment is to allow the student an opportunity to comment on several criminal justice policies that exist, and to demonstrate his or her knowledge about how to question and build an argument for or against an existing policy.

This exercise is to be performed on the readings placed within Week Two through Week Five. **It is not to be performed on the "A Policy Readings" for Week One.**

These assignments will be due on Saturday of each week, beginning with Week Two. Each assignment has its own dropbox, and must be placed in the appropriate dropbox by 11:59pm on the due date.

A Policy Reading # 2 (assignment due to be placed in appropriate dropbox by Saturday of week 2 by 11:59pm):  
Alpert, Geoffrey P. 2007. "Eliminate race as the only reason for police-citizen encounters."  
*Criminology & Public Policy* 6(4):671-678.

A Policy Reading # 3 (assignment due to be placed in appropriate dropbox by Saturday of week 3 by 11:59pm):  
Jones, Peter R., & Brian R. Wyant. 2007. "Target juvenile needs to reduce delinquency."  
*Criminology & Public Policy* 6(4):763-772.

A Policy Reading # 4 (assignment due to be placed in appropriate dropbox by Saturday of week 4 by 11:59pm):  
Ostrom, Brian J., & Roger A. Hanson. 2007. "Implement and use court performance measures."  
*Criminology & Public Policy* 6(4):799-806.

A Policy Reading # 5 (assignment due to be placed in appropriate dropbox by Saturday of week 5 by 11:59pm):  
Walker, Jeffery T. 2007. "Eliminate residency restrictions for sex offenders."  
*Criminology & Public Policy* 6(4):863-870.

This assignment is similar yet different from assignments Five (Critique of Current Policy) and Six (Design A Policy). You will use some of the same information presented by Mears and others, yet you need not use all of it for this assignment. The professor has provided additional questions or ideas in the class e-college site that should guide you in completing this assignment.

#### **(5) Critique of a Current Policy (exercise worth 100 pts.)**

Since we are learning what is involved in developing and evaluating a criminal justice policy I think we should cultivate experience examining and evaluating a current criminal justice policy. Your task is to select one of the three current, actual (real) criminal justice policy and prepare to critique it based on what we have learned from Mears and other authors.

Select **one** of the policies below on which to perform this assignment. All three are placed in Doc Sharing:

- (1) Deterrence and Executions  
Donohue III, John J. 2009. "The impact of the death penalty on murder." *Criminology & Public Policy* 8(4):795-801.  
Kovandzic, Tomislav V. et al., 2009. "Does the death penalty save lives?" *Criminology & Policy* 8:803-843.  
Berk, Richard. 2009. "Can't tell: Comments on 'Does the death penalty save lives?'" *Criminology & Public Policy* 8:845-851.  
Rubin, Paul H. 2009. "Don't scrap the death penalty." *Criminology & Public Policy* 8:853-859.
  
- (2) After-School Delinquency Prevention Programs  
Krohn, Marvin. 2009. "The folk 'wisdom' on after-school delinquency prevention programs." *Criminology & Public Policy* 8(2): 387-389.  
Cross, Amanda B., et al., 2009. "The impact of after-school programs on the routine activities of middle-school students: Results from a randomized, controlled trial." *Criminology & Public Policy* 8:391-412.

- Capaldi, Deborah M. 2009. "Youth after-school programs: Time to involve the parents and community." *Criminology & Public Policy* 8:413-422.
- Bilchik, Shay. 2009. "The impact of after-school programs on middle-school students – Policy implications." *Criminology & Public Policy* 8:423-429.

(3) Problem-Oriented Policing

- Scott, Michael S. 2010. "Evaluating the effectiveness of problem-oriented policing." *Criminology & Public Policy* 9(1):135-137.
- Weisburd, David et al., 2010. "Is problem-oriented policing effective in reducing crime and disorder?" *Criminology & Public Policy* 9:139-172.
- Braga, Anthony A. 2010. "Setting a higher standard for the evaluation of problem-oriented policing initiatives." *Criminology & Public Policy* 9:173-182.
- Tilley, Nick. 2010. "Whither problem-oriented policy." *Criminology & Public Policy* 9:183-195.

The professor has developed guidelines and some questions to use to guide your analysis and writing. The following is based on the material covered in our textbook or other information presented in this class and should serve as a guide for students evaluating a specific and current criminal justice policy. This assignment should produce more information on your part than that which you have produced or provided in the "Policy Reading" assignments.

This assignment should be written in essay form and should address the following areas or questions. In fact, it may be easier in terms of formatting the paper to develop subheadings in the paper based on these questions or areas. In other words, make the presentation of the paper easy for the professor to identify the various parts or areas concentrating on key information that we have learned from this class.

1. Does the policy have a title? If so what is the title?
2. What agency created the policy and what agency's responsibility is it to carry out the policy or perform whatever task is being described by the policy?
3. How long has this policy been in existence? Present its original date and describe any information that indicates whether it has been re-written or changed in any manner since it was commissioned or brought into effect.
4. Do you think the policy satisfies a goal and to what extent (adequately, inadequately) is that goal accomplished?
5. Can you identify or detect that any of the evaluation steps or hierarchy have been performed while reviewing the selected policy? Are any of these steps (needs, theoretical, implementation, outcome & impact, and cost-efficiency) noticeable or lack thereof in the policy?
6. Can you determine if this policy has been formally evaluated, and if so, what was the result of the evaluation? If you had to perform an evaluation on this policy, how would you do it? What would you look for or consider in your evaluation process?

As it will be necessary to use additional resources/references, please make sure to properly cite your sources.

**(6) Design/Write a Criminal Justice Policy (assignment worth 145 pts.)**

Every student will be required to write a criminal justice policy pertaining to an area, condition, or problem associated with some aspect of criminal justice. The policy can be for a hypothetical condition, in other words, the condition does not necessarily have to really exist in

our society. Each student will be expected to employ the knowledge gained from reading of the class textbook and other material. Students are also encouraged to read and employ any helpful information gained from reading the class handout titled "Designing A Policy" taken from Wayne Welsh and Phillip Harris, *Criminal Justice Policy and Planning*, 4<sup>th</sup> edition. This handout can be found in "Doc Sharing."

Students are encouraged to follow the steps and present (or build into) the information deemed essential in a policy as identified by Mears' textbook and/or from the handout of Wayne & Harris' book – *Criminal Justice Policy & Planning*. The following areas or items are expected to be included and fully developed in the policy paper. These items will also serve as a rubric for grading the policy paper.

1. Identify the name or title of the policy as well as the agency that would be responsible for implementing the policy/program (remember that policies are rules, principles, or guidelines that govern actions, while programs are social structures created to meet client needs; programs often come out of policies).
2. Identify the target population of the policy; explain how the target population is selected including any eligibility requirements.
3. Identify and explain the decision authority, or who has the authority to carry out the policy.
4. Identify and describe the provisions and procedures of the policy (make sure they are clear, specific, and consistent with the intent of the policymaker).
5. Be sure to identify and explain the goal of the policy.
6. Identify and explain the various evaluation hierarchy employed in the development of the policy (be specific and describe the various levels of evaluation hierarchy so that the reader may easily determine which one it is; all parts of the evaluation hierarchy should be used, or if not used, a rationale must be provided as to why it was not used).
7. Use references/resources where appropriate and make sure to provide proper citation.

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

Assignment Type	# of Assignments	Point Value	Total Points
<b>Introduction</b>	1	10	10 extra points
<b>Discussions</b>	9	20	180
<b>Comments</b>	5	3	15
<b>A Policy Reading</b>	4	15	60
<b>Critique of a Current Policy</b>	1	100	100
<b>Design/Write a CJ Policy</b>	1	145	145
		<b>TOTAL</b>	<b>510</b>

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

Total points possible for the term (including the 10 extra points) = 510.

450 - 510 = A
400 - 449 = B
350 - 399 = C
300 - 349 = D
299 and below = F

Grades will be available in the gradebook so that students can track their progress in the course in 'real time'.

### TECHNOLOGY REQUIREMENTS

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for Ecollege are:
  - Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required – courses are heavily video intensive
  - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
  - A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2. You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

Adobe Reader  
Adobe Flash Player

3. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation

software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege. To log in to eCollege/the course, use the eCollege/MyLeo log-in and password you received during the enrollment process.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

My primary form of communication with the class will be through Email and Announcements. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

### **eCollege Student Technical Support:**

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

### **myLeo Support:**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Internet Access:**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Academic Honesty*

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment  
If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information.

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

*Policy for Reporting Problems with eCollege*

Students who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do the following:

Call 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course. You may also Email [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org)

Hours: The eCollege helpdesk is open 24/7 to meet your needs.

Your call will be logged and I will check with the Tech Support staff to confirm your call. Once I have confirmed your call, I will contact you regarding the issue.

Only eCollege-based problems will be addressed. Make sure your internet connection is working and viable when taking tests or turning in assignments.

### *Attendance Policy*

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

### *APA Citation Format Policy*

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

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the CJ 500 Orientation Course.

[www.apastyle.org](http://www.apastyle.org)

<http://owl.english.purdue.edu/owl/resource/560/02/>

[www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

### *Late Work*

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies **ONLY** to your discussions, papers, and quizzes, **not** your comments.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Late assignments will in most cases not be worth more than ½ credit. Assignments turned in more than one day late **will not** be accepted/graded.

### *Drop Course Policy*

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

### **University Specific Procedures:**

### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library**

**Room 132**

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

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

## Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.albion.com/netiquette/corerules.html>

### COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

**Please note that all discussions/comments/assignments are due by 11:59PM CST in eCollege on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Sunday schedule.**

#### Week One – November 18, 2013 – November 24, 2013

Chapter 1 – Introduction

Chapter 2 – Irrational Criminal Justice Policy

Initial Presentation due by November 19, 2013 by 11:59pm

Comment – Student Communication (threaded discussion) due by November 20, 2013 by 11:59pm

Chapter One Discussion Question # 1 (due Thursday, November 21, 2013 by 11:59pm)

1. Elaborate on one of the goals of the book identified in Chapter One.

Chapter Two Discussion Question # 2 (due Thursday, November 21, 2013 by 11:59pm)

2. What factors influence the creation of criminal justice policies, and which ones matter the most?

A Policy Reading # 1 (no writing assignment for this reading):

Clear, Todd R. 2001. "Criminology & public policy: A new journal of the American Society of Criminology." *Criminology & Public Policy* 1(1):1-3.

Clear, Todd R. 2007. "Informing Public Policy." *Criminology & Public Policy* 6(4):633-641.

**Week Two – November 25, 2013 – December 1, 2013**

Chapter 3 – A Solution for Improving Criminal Justice Policy: Evaluation Research  
Chapter 4 – Needs Evaluations

Comment – Student Communication (threaded discussion) due by November 27, 2013 by 11:59pm

Chapter Three Discussion Question # 3 (due Thursday, November 28, 2013 by 11:59pm)

3. How can evaluation research contribute to increased government accountability and evidence-based policies and practices?

Chapter Four Discussion Question # 4 (due Thursday, November 28, 2013 by 11:59pm)

4. How do you conduct a need evaluation?

I realize that this is Thanksgiving Day. You can turn this in earlier if you do not want to complete it on Thanksgiving, but it does need to be completed and submitted by this due date.

A Policy Reading # 2 (assignment due to be placed in appropriate dropbox by Saturday, November 30, 2013 by 11:59pm):

Alpert, Geoffrey P. 2007. "Eliminate race as the only reason for police-citizen encounters." *Criminology & Public Policy* 6(4):671-678.

**Week Three – December 2, 2013 – December 8, 2013**

Chapter 5 – Theory Evaluations  
Chapter 6 – Implementation Evaluations

Comment – Student Communication (threaded discussion) due by December 4, 2013 by 11:59pm

Chapter Five Discussion Question # 5 (due Thursday, December 5, 2013 by 11:59pm)

5. Why do you think criminal justice policies frequently lack clear or defensible theoretical foundations?

Chapter Six Discussion Question # 6 (due Thursday, December 5, 2013 by 11:59pm)

6. What steps can be taken to increase the number and quality of implementation evaluations of criminal justice policies?

A Policy Reading # 3 (assignment due to be placed in appropriate dropbox by Saturday, December 7, 2013 by 11:59pm):

Jones, Peter R., & Brian R. Wyant. 2007. "Target juvenile needs to reduce delinquency." *Criminology & Public Policy* 6(4):763-772.

**Week Four – December 9, 2013 – December 15, 2013**

Chapter 7 – Outcome Evaluations and Impact Evaluations

Comment – Student Communication (threaded discussion) due by December 11, 2013 by 11:59pm

Chapter Seven Discussion Question # 7 (due Thursday, December 12, 2013 by 11:59pm)

7. How is an outcome evaluation different from an impact evaluation?

A Policy Reading # 4 (assignment due to be placed in appropriate dropbox by Saturday, December 14, 2013 by 11:59pm):

Ostrom, Brian J., & Roger A. Hanson. 2007. "Implement and use court performance measures." *Criminology & Public Policy* 6(4):799-806.

Critique Essay Due – December 15, 2013 by 11:59pm (**only one** of the below policies to be read for this assignment)

(1) Deterrence and Executions

Donohue III, John J. 2009. "The impact of the death penalty on murder." *Criminology & Public Policy* 8(4):795-801.

Kovandzic, Tomislav V. et al., 2009. "Does the death penalty save lives?" *Criminology & Policy* 8:803-843.

Berk, Richard. 2009. "Can't tell: Comments on 'Does the death penalty save lives?'" *Criminology & Public Policy* 8:845-851.

Rubin, Paul H. 2009. "Don't scrap the death penalty." *Criminology & Public Policy* 8:853-859.

(2) After-School Delinquency Prevention Programs

Krohn, Marvin. 2009. "The folk 'wisdom' on after-school delinquency prevention programs." *Criminology & Public Policy* 8(2): 387-389.

Cross, Amanda B., et al., 2009. "The impact of after-school programs on the routine activities of middle-school students: Results from a randomized, controlled trial." *Criminology & Public Policy* 8:391-412.

Capaldi, Deborah M. 2009. "Youth after-school programs: Time to involve the parents and community." *Criminology & Public Policy* 8:413-422.

Bilchik, Shay. 2009. "The impact of after-school programs on middle-school students – Policy implications." *Criminology & Public Policy* 8:423-429.

(3) Problem-Oriented Policing

Scott, Michael S. 2010. "Evaluating the effectiveness of problem-oriented policing." *Criminology & Public Policy* 9(1):135-137.

Weisburd, David et al., 2010. "Is problem-oriented policing effective in reducing crime and disorder?" *Criminology & Public Policy* 9:139-172.

Braga, Anthony A. 2010. "Setting a higher standard for the evaluation of problem-oriented policing initiatives." *Criminology & Public Policy* 9:173-182.

Tilley, Nick. 2010. "Whither problem-oriented policy." *Criminology & Public Policy* 9:183-195.

**Week Five – December 16, 2013 – December 22, 2013**

Chapter 8 – Cost-Efficiency Evaluations

Chapter 9 – Conclusion

Comment – Student Communication (threaded discussion) due by December 18, 2013 by 11:59pm

Chapter Eight Discussion Question # 8 (due Thursday, December 19, 2013 by 11:59pm)

8. What are the benefits of evaluating the cost efficiency of a criminal justice policy?

Chapter Nine Discussion Question # 9 (due Thursday, December 19, 2013 by 11:59pm)

9. How would you increase the use of evaluation research in the development, implementation, monitoring, and assessment of criminal justice policy?

A Policy Reading # 5 (assignment due to be placed in appropriate dropbox by Saturday, December 21, 2013 by 11:59pm):

Walker, Jeffery T. 2007. "Eliminate residency restrictions for sex offenders." *Criminology & Public Policy* 6(4):863-870.

Design/Write a Criminal Justice Policy (assignment due to be placed in appropriate dropbox by Sunday, December 22, 2013)