



COURSE SYLLABUS
CJ480-01: Senior Seminar in Criminal Justice
Spring 2014
MWF 9:00-9:50AM

Instructor: Melinda D. Schlager, Ph.D.
Office Location: Ed North 224/Dean's Office
Office Hours: By Appointment
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Reading:

Maguire, M. & Okada, D., eds. (2011). *Critical Issues in Crime and Justice: Thought, Policy, and Practice*. Los Angeles: Sage Publications. ISBN: 978-1-4129-7057-0.

Course Description:

A review and discussion of significant current research and case studies in the criminal justice field. Examination and application of methods of transferring theoretical perspectives, knowledge, and skills from academics, to the work environment. An overview of career opportunities, resume preparation, and job interviewing skills.

Student Learning Outcomes:

1. The student will learn how to synthesize knowledge of the criminal justice system
2. The student will understand important issues and concerns in criminal justice impact each other
3. The student will improve their ability to communicate and write effectively

4. The student will take part in job preparation activities that will prepare them for a position/career in criminal justice or a related field

COURSE REQUIREMENTS

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. Each week you will work toward achieving these outcomes through homework assignments, in-class activities, and exams.

Below is an explanation of each course requirement including due date, assignment instructions, and other requirements. **Please note that there is an in-class (paper, presentation, discussion, and exams) and a self-directed (job preparation) component to this class.**

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.

When preparing assignments and taking exams, use the following to help you critically think through the question being asked. You will be graded (in part) on how well you perform these tasks.

- 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

In-Class Course Component

Capstone Paper (1 paper with several components = 250 course points)--Student Learning Outcomes #1-#3

Assignment Instructions: You are required to write a capstone paper for this course. A capstone paper is exactly what it sounds like. It is a paper that will encapsulate all that you have learned as a CJ major at Texas A&M University-Commerce. Sound daunting? It isn't and won't be if you follow the directions as I outline them. In fact, this may be the most liberating paper writing experience you undertake.

This paper should be approximately 20 pages in length with a hard minimum of 15. Papers can be longer, but if you are approaching the 30 page mark, then you need to narrow the scope of your paper. The paper must be typed, double spaced in 12-point font. A title page with your name on it must be included. Full references must also be provided in your paper. This paper must adhere to APA format as it relates to citations.

This paper will be completed in stages. **IF** you do the work when it is supposed to be done, the project will not be overwhelming and you will do well. Follow deadlines carefully.

February 3, 2014	Capstone Topic Email due (50 points)
March 7, 2014	Capstone Paper, Part I due (50 points)
April 16, 2014	Capstone Paper, Part II due (50 points)
May 2, 2014	FINAL Capstone paper due (100 points)

Assessment Method: This assignment will be graded using the Capstone Paper Grading Rubric provided in Appendix A of the syllabus.

Capstone Presentation (1 presentation worth 100 points each = 100 course points)--Student Learning Outcomes #1-#3

Assignment Instructions: In addition to the written capstone paper, you will also give a 5-7 minute report on the paper to the class. Reports will be given in class, during class presentation times.

There will be 8 capstone presentation dates available to you. You will pick **one** of the following days on which to present. Sign-up sheets for presentations will be distributed in class during the semester.

April 16, 2014
April 18, 2014
April 21, 2014
April 23, 2014
April 25, 2014
April 28, 2014
April 30 2014
May 2, 2014

This presentation should be a summary of the paper you have written. No power point or other 'official' presentation method is required (you are welcome to present using that media if you like). However, your presentation should be logically organized and you should plan to stand up in front of the class to present your work in a formal way. Students will be expected to discuss the following in their presentation:

Introduction to broad topic

Specific subject of paper

Your research

Your conclusions, including insight into what you have learned in the program and what you think the paper taught you (i.e., critical thinking) about criminal justice

Students are **REQUIRED** to attend class a minimum of six of the eight capstone presentation dates noted above. Failure to do so will result in receipt of a failing attendance grade in the course and 25 points off your own capstone presentation. You should want to attend the presentations of your colleagues and will be severely penalized for not doing so.

Assessment Method: This assignment will be graded using the Capstone Presentation Grading Rubric provided in Appendix B of the syllabus.

Exams (3 exams worth 100 points each [one exam is optional] = 200 course points)--Student Learning Outcomes #1-#3

There will be **3** exams in this course. **However, you are only required to take two of the three** exams. You may take all three and your lowest test grade will be dropped. If you choose to only take two of the exams, both grades will be counted.

You will have the opportunity to answer one extra credit question worth 5 points on each exam. **EXAMS WILL BE TAKEN IN CLASS.** Students will be advised of the precise composition of the exam prior to taking it. Your exam will take place on the following days. **All exams are essay.**

Exam #1 is **on February 5, 2014 (Wednesday)** and will cover the Introduction, Part I (#2-4), and Part II (#5-8) and other materials as assigned

Exam #2 is **on March 5, 2014 (Wednesday)** and will cover Part II (#9-12), Part III (#13-15), and Part IV (#16) and other materials as assigned

Exam #3 is **on April 14, 2014 (Monday)** and will cover Part IV (#17-19) Part V (#20-23) and other materials as assigned

Assessment Method: Essay questions.

Class Participation/Discussion (100 course points)--Student Learning Outcomes #1-#3

Regular class attendance and participation is critical for a comprehensive understanding of the material that we will cover during the course of the semester. Please note that concepts for this course build upon one another and so it is **VERY IMPORTANT** for you to stay on top of the course material.

Also note that lectures and class discussions are designed to supplement, not replace or repeat the textbook. Therefore, I highly recommend that you attend class regularly and take excellent notes. Students are expected to read all materials assigned for class before the class period for which they are due. Students will be asked to sign in at the beginning of each class period.

Please also note that students are **REQUIRED** to attend class a minimum of six of the eight capstone presentation dates noted above. Failure to do so will result in receipt of a failing participation/discussion grade (a zero) in the course and 25 points off your own capstone presentation.

Assessment Method: Based on your ability to discuss in an open and constructive way, those concepts and issues that we will cover in class.

Course Pre/Pos-test (not graded)

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of no more than 10 questions that will assess your knowledge.

Self-Directed Course Component (Student Learning Outcome #4)

In addition to the readings, paper, presentation, class discussion, and exams that are assigned, there is a self-directed component to this course. What this means is that there will be due dates assigned for course requirements related to job/career placement, but that your participation in these assignments is self-paced. **Please note that these assignments are required and comprise a significant amount of your grade in this class. These activities are NOT optional.** Please see below for the following due dates for all self-paced components of this course.

The following requirements must be completed for the self-paced portion of this course. Each of these self-paced course requirements are worth 100 points each. You may complete these assignments early, but they may be completed **no later** than:

Career Assessment/Consultation	February 14, 2014
Resume/Consultation	March 31, 2014
Mock Interview	April 30, 2014

Assessment Method: Students must obtain a signature from a Career Development staff member for each component of the self-paced part of the course. The sign-off sheet may be found in Appendix C of this syllabus. **NO LATE WORK IS ACCEPTED FOR SELF-PACED ASSIGNMENTS.**

GRADING

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
Capstone Paper	1	250	250
Email		50	
Paper, Part I		50	
Paper, Part II		50	
Final Paper		100	
Capstone Presentation	1	100	100
Class Participation/Discussion	1	100	100
Exams (one optional)	3	100	200
Pre/Post-test	2	0	0
Career Assessment/Consultation	1	100	100
Resume/Consultation	1	100	100
Mock Interview	1	100	100
TOTAL			950

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

Total points possible for the semester = 950.

950 - 855 = A
854 - 760 = B
759 - 665 = C
664 - 570 = D
569 and below = F

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

My primary form of communication with the class (when outside of class and office hours) will be through announcements in class and Email. 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. It will be your responsibility to check your University Email 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.

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.tamu-commerce.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

Examination Policy

There will be no make-up exams except for students with documented medical excuses, students observing official religious holidays, and students on official college business. It is up to the student to advise me in advance if the student will not be able to take the exam due to official college business or religious holiday and to make alternative testing arrangements.

Attendance Policy

Students are expected to attend class and will be asked to sign in at the beginning of each class. No extra credit will be given for coming to class. Please also note that class will begin promptly, whether or not you are present. Tardiness is both rude and disrespectful to your classmates as well as to your professor. Should you routinely engage in behavior that disrupts the class, the professor reserves the right to ask you to leave the classroom.

Students are also expected to attend at least six of the eight paper presentation dates listed in the syllabus. Failure to do so will result in a failing participation/discussion grade and 25 points off your own paper presentation.

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. 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 Style Sheet that is located in DocSharing in ECollege. You may also choose to access the following websites:

www.apastyle.org

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

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. You will be provided with a copy of a document in APA citation format that you may use for guidance. Specific APA citation formats may be generated from the websites above.

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 semester 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 assignments OTHER than quizzes/exams.

Assignments received after the due date and time up to 1 day (24 hours) late will lose 15 points. Assignments received 2 days (48 hours) late will lose 30 points. Assignments 2+ days late will not be accepted/graded.

Drop Course Policy

I do not have a policy on nor do I condone the curving of grades. Your grades in this class will be an accurate reflection of your time, effort, and commitment to the subject matter at hand. Everyone begins this class with an 'A'. What you choose to do with that grade as the term progresses is up to you. You know up front what the requirements of this course are. If you are not willing or able to commit the time and effort to this class, you cannot and should not expect me to 'give you a break'. Students should take responsibility for dropping themselves from the course according to University policy should this become necessary. I will not do it for you.

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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

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*).

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 class. 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 homework assignments are due at the beginning of class on the day they are due.

WEEK #1—January 13-17

January 13:	Review Syllabus
January 15:	Introduction: <i>The Many Voices in Justice</i>
Part I: Criminal Justice and Criminological Paradigms	
January 17:	Reading #2: <i>The Importance of Ethics in Criminal Justice</i>
Pre-test	

WEEK #2—January 20-24

Part I: Criminal Justice and Criminological Paradigms	
January 20:	MLK Day—NO CLASS
January 22:	Reading #3: <i>Criminological Theory and Crime Explanation</i>
January 24:	Reading #4: <i>Unleashing the Power of Criminal Justice Theory</i>

WEEK #3—January 27-January 31

Part II: Offenses and Offenders	
January 27:	Reading #5: <i>Juvenile Delinquency</i>
January 29:	Reading #6: <i>Gender Matters: Trends in Girls' Criminality</i>
January 31:	Reading #7: <i>Race and Crime</i>

WEEK #4—February 3-7

Part II: Offenses and Offenders

- February 3:** Reading #8: *Culture, Media, and Crime*
February 5: Exam #1 covering Introduction, Parts I and II (Readings #1-8)
February 7: NO CLASS

Capstone Paper Topic due—Monday, February 3, 2014

WEEK #5—February 10-14

Part II: Offenses and Offenders

- February 10:** Reading #9: *Crime and Economics: Consumer Culture, Criminology, and the Politics of Exclusion*
February 12: Reading #10: *Sex Crimes*
February 14: NO CLASS--Open Office Hours during Class to Discuss Papers

Career Assessment and Consultation due—Friday, February 14, 2012

WEEK #6—February 17-21

Part II: Offenses and Offenders

- February 17:** Reading #11: *Terrorism and the Criminal Justice System: Questions, Issues, and Current Applicable Law*
February 19: Reading #12: *Developments in Cyber Criminology*
February 21: NO CLASS--Open Office Hours during Class to Discuss Papers

WEEK #7—February 24-28

Part III: Policing and Law Enforcement

- February 24:** Reading #13: *A History of American Policing*
February 26: Reading #16: *Police Organization and Administration*
February 28: Reading #14: *Police Theory*

WEEK #8—March 3-7

Part III: Policing and Law Enforcement

March 3: Reading #15: *Contemporary Policing: Police Work in the 21st Century*

March 5: Exam #2 covering Parts II, III, and IV: Readings #9-16

March 7: NO CLASS--Open Office Hours during Class to Discuss Papers

Capstone Paper, Part I due—Friday, March 7, 2014

WEEK #9—March 10-14

NO CLASS—SPRING BREAK

WEEK #10—March 17-21

Part IV: Policy and Jurisprudence

March 17: Discuss Papers

March 19: Reading #17: *Public Policy*

March 21: Guest Speaker

WEEK #11—March 24-28

Part IV: Policy and Jurisprudence

March 24: Reading #18: *American Courts*

March 26: Reading #19: *The Juvenile Justice System*

March 28: NO CLASS--Open Office Hours during Class to Discuss Papers

WEEK #12—March 31-April 4

Part V: Corrections and Societal Response

March 31: Reading #20: *The Philosophical/Ideological Underpinnings of Corrections*

April 2: NO CLASS

April 4: NO CLASS

Resume Consultation due-Friday, March 31, 2014

WEEK #13—April 7-11

Part V: Corrections and Societal Response

April 7: Reading #21: *Community Corrections, Rehabilitation, Reintegration, and Reentry*

April 9: Reading #22: *Restorative Justice in Theory*

April 11: Reading #23: *Garbage In, Garbage Out? Convict Criminology, the Convict Code, and Participatory Prison Reform*

WEEK #14—April 14-18

April 14: Exam #3 covering Parts IV and V, Readings #17-23

April 16: Capstone Presentation

April 18: Capstone Presentation

Capstone Paper, Part II due—Wednesday, April 16, 2014

WEEK #15—April 21-25

April 21: Capstone Presentation

April 23: Capstone Presentation

April 25: Capstone Presentation

WEEK #16—April 28-May 2

April 28: Capstone Presentation

April 30: Capstone Presentation

May 2: Capstone Presentation

Mock Interview due—Wednesday, April 30, 2014

FINAL Capstone Paper due—Friday, May 2, 2014

Capstone Paper Details

This Capstone project requires that you choose a specific criminal justice topic on which to write and then locate that topic within the courses you have taken/information you have learned in this program. This paper should be a minimum of 15 pages in length and is due in its entirety on May 2, 2014.

Below are helpful hints and specific instructions regarding the paper. You will receive extensive written comments from me on your topic Email and Parts I and II (if applicable). These comments should be used to make edits/changes to your paper and should be incorporated into the final paper submission. Should you have questions, please feel free to ask. We will devote some class time to discussing this assignment including the importance of citing and what is a peer-reviewed article. You will also have ample time to come see me during open office hours. It is in your best interest to discuss your paper with me. I can help.

Capstone Paper Topic Email due by 11:00PM CST, February 3, 2014 50 points

The first step in the capstone paper writing process is to pick your topic and provide me with a one paragraph outline of your topic via Email by the due date and time noted above. **Please note that once you select your topic, you will not be able to change it, so pick carefully.**

My suggestion? Pick a topic you are interested in. In fact, it might be useful for you to pick a topic that coincides (directly or not) with the CJ job you wish to pursue upon graduation. For example, if you are interested in becoming a police officer, you might write your paper on community-oriented policing, problem-oriented policing, ethical issues facing police officers, eyewitness identification, etc. If you are interested in going to law school, you might write your paper on public defenders, prosecutorial misconduct, the impact of plea bargaining on judicial outcomes, etc. If you are interested in becoming a probation/parole officer, you might write a paper on community-based drug treatment programs, the role of risk assessment in case management and supervision, electronic monitoring, etc. These are just examples of topics. You need to choose your own, but I would strongly encourage you to pick a topic that holds some interest to you. It will make the paper much easier to write and research.

The topic Email you must send me must be complete. Don't send me an Email that says you will study probation. That is not a topic and you will receive a poor grade for the assignment. See below for an example of what you should send.

“I am interested in studying probation. I am pursuing this topic because of my desire to become a probation officer upon graduation. I am particularly interested in the RSAT treatment programs, how they function, and how they incorporate best practice in in-patient drug treatment.”

Your Email will need to be a sentence or two longer than this example, but hopefully you get the idea. I should warn you that picking your topic will be more difficult than actually writing the paper. You should plan to put some effort into this activity. You will need to access online databases through the library to research your paper topic and this is one way of also finding prospective topics. Start on this assignment ASAP and feel free to pass topics by me as you work toward your final decision. I am happy to assist you in the topic selection process, but I will not pick your topic for you.

Capstone Paper, Part I **due by 11:00PM CST, March 7, 2014** **50 points**

Part I of your Capstone paper should include a Problem Statement/Introduction and Literature Review. Each paper will vary in how these two sections are organized depending on your topic, but below should give you an idea of what I am looking for.

Problem Statement/Introduction: This component of your paper should set up your issue/topic/problem. Using the topic noted above as an example, I might introduce my topic by discussing the number of drug crimes prosecuted, how many people are sent to prison for drug crimes and how many are on probation or parole. I might also talk about existing drug treatment programs. I need to set the stage for why this topic is worth discussing/writing a paper about/why this issue is of such importance in the CJ system **(approximately 1-2 pages)**

Literature Review: This component of your paper will contain different academic literature written about your topic/related issues. Again, using the above topic as an example, I might want to discuss drug treatment options including prison programs, intensive outpatient (What RSAT is), outpatient treatment modalities, etc. I probably want to research the literature and discuss how programming options are chosen for people. You must provide your references in APA full citation format and cite also in the text where appropriate. You will need to provide your full reference list with this draft. It may change (you may add to it or change references) but you need to provide and actively cite a **minimum** of 7 references in the literature review that you turn in. **(approximately 5 pages, but must include at least 7 scholarly, peer-reviewed sources)**

Overall, the first two sections of your paper set up the problem and provide an overview of the literature available on your topic. You must be able to show your reader (me) that you understand the issues/problems associated with your topic and that you have conducted a copious review of the literature to evaluate what has been written about this topic (or related topic) by other people and what they think.

Capstone Paper, Part II due by 11:00PM CST, April 16, 2014 50 points

Part II of your Capstone should include the body of your paper and a conclusion. Each paper will vary in how these two sections are organized depending on your topic, but below should give you an idea of what I am looking for.

Body: This section comprises the ‘meat’ of your paper. Again, using the above topic as an example, In this section I might discuss one or two RSAT programs that currently exist and for which I have information (hence the need to pre-research your paper before actually writing it—you don’t want to get this far only to figure out you have not data or research to support your topic). **In this section of the paper you also need to exercise your critical thinking skills by introducing information from the three principle components of the CJ system and how it applies to your topic.**

So, if you were writing about RSAT, you might discuss how policing efforts to crack down on drugs result in increased number of people arrested for drug crimes, how increased prosecutions of drug crimes means that more drug offenders go to prison and more are probated, but that program capacity has not kept up with need. Finally, you might talk about probation as a community corrections program and what happens to people who go through RSAT. **(approximately 5 pages)**

The body of the paper is where you will discuss your topic in depth. You will need to cite here as necessary to make your point. As noted above, you will also need to ‘marry’ your topic with the three primary components of the system: policing, courts, and corrections. I am looking for your ability to apply what you have learned in other classes to your specific topic.

Conclusion: This section of your paper needs to tie up nicely what you have learned about your topic and your thoughts about your topic for the future. Here is your chance to talk about things that you would change from a programmatic standpoint (need more RSAT beds with aftercare component, for example). This section of your paper should bring together what you have learned about your topic, any information from this class that might be relevant, and how/where your topic fits in to the realm of CJ as a whole. What place does your topic have in our CJ system and what would you do to improve it?

Furthermore, you need to make **one** criminal justice policy recommendation related to your topic. **(approximately 3-4 pages)**

Capstone Paper, FINAL due by 11:00PM CST, May 2, 2014 100 points

Your final paper submission will be graded on your ability to revise Part I and II based on comments you received from me and your ability to put both sections of the paper together into a cohesive whole. This is a formal paper and therefore should be written as such. Be sure to check grammar and word usage and use proper conventions when writing. Overall, this paper should be a reflection of not only what you have learned about your topic but how your topic fits in to the larger framework of criminal justice. This is your opportunity to show what you have learned both about a particular topic and in this program.

APPENDIX A
Capstone Paper Grading Rubric

Capstone Paper Topic Email (50 points)

Student submits Email on time (February 3, 2014 by 11 PM CST) _____/10

Student provides a detailed explanation of the topic that reflects significant Understanding of what they wish to write about _____/40

Capstone Paper, Part I (50 points)

Student submits paper on time (March 7, 2014, by 11PM CST) _____/5

Paper includes a Problem Statement/Introduction that sets up the problem/topic you are researching in a clear/concise way _____/15

Paper includes a Literature review that contains a minimum of 7 citations in APA citation format and clearly reflects the academic literature on the subject _____/15

Paper includes full references in APA citation format _____/10

Student uses proper grammar and word usage as a formal paper requires _____/5

Capstone Paper, Part II (50 points)

Student submits paper on time (April 16, 2014 by 11PM CST) _____/5

Paper includes a Body that covers your subject matter in detail _____/15

Paper includes information that links your topic to all three components of the CJ System _____/10

Paper includes a Conclusion that ties your topic in with what you have learned In the class and about CJ as a whole _____/15

Student uses proper grammar and word usage as a formal paper requires and includes citations in APA format where necessary _____/5

Capstone Paper, FINAL PAPER (100 points)

Style and Structure (20 points)

- Student submits paper on time (May 2, 2014 by 11PM CST) _____/5
- Student uses proper grammar and word usage _____/5
- Student integrates comments from previous versions of the paper _____/10

Content

Paper includes a Problem Statement/Introduction that sets up the problem/topic you are researching in a clear/concise way; student places topic in context _____/10

Paper includes a Literature review that clearly reflects the students understanding of the literature on the subject and how it applies to the topic under discussion using peer-reviewed, scholarly sources _____/15

Paper includes a Body that covers your subject matter in detail and that links your topic to all three components of the CJ System _____/15

Paper includes a Conclusion that ties your topic in with what you have learned In the class and about CJ as a whole and includes one policy recommendation _____/15

Student uses critical thinking to link topic to information from class and the CJ system _____/15

Paper was submitted in APA Style Format (inclusive of title page, paper, reference list, And APA citation format) _____/10

APPENDIX B
Capstone Presentation Grading Rubric

Student provides a 5-7 minute presentation	<u> </u> /10
Student provides an introduction to the broad topic and the specific subject of the paper	<u> </u> /10
Student provides an overview of the Problem Statement	<u> </u> /15
Student provides an overview of the Literature Review	<u> </u> /15
Student provides an overview of the Body of the paper including how the topic impacts of the components of the criminal justice system	<u> </u> /15
Student provides a conclusion including insight into what they have learned in the program and what they think the paper has taught them	<u> </u> /15
Student's presentation shows effort to gain insight into the topic/issue	<u> </u> /20

APPENDIX C
Career Development Assignment Completion
CJ 480: Senior Seminar in Criminal Justice
Professor Melinda Schlager

Student Name: _____

Career Assessment/Consultation

I met with staff from the Career Development Center for a career assessment/consultation.

Signature of Career Development Staff Member

Date

Resume Development/Consultation

I met with staff from the Career Development Center on for resume development/consultation.

Signature of Career Development Staff Member

Date

Mock Interview

I met with staff from the Career Development Center and participated in a mock interview

Signature of Career Development Staff Member

Date