



COURSE SYLLABUS

CJ 383-01W: CJ Planning & Administration—ONLINE

Spring 2014

Instructor: Dr. Danny Pirtle

Office Location: Online Instruction

Office Hours: Online Instruction

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Reading:

Allen, J.M. & Sawhney, R. (2010). *Administration and management in criminal justice: A service quality approach*. Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-5081-7.

Other materials as assigned and located in DocSharing in ECollege

Course Description:

The study of criminal justice administration (i.e., police, courts, and corrections) with special emphasis on applying theoretical concepts to practical planning and application, including the policy-making process, implementation of new policy, and policy assessment.

Student Learning Outcomes:

1. The student will obtain a basic understanding of important issues in criminal justice planning, administration, and management
2. The student will learn to utilize critical thinking skills

3. The student will learn how to apply course concepts to 'real life' criminal justice administrative/management situations/issues
4. The student will be an active and engaged participant in discussion forums by analyzing and evaluating information presented within the textbook, external readings/resources, student research, and class activities

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 discussions and comments, homework assignments, and exams. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

A core competency in 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 posting discussions/comments, preparing homework 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.

This course also requires that you utilize APA citation format for all discussions/ assignments/exams. See Course and University Policies/Procedures for more information on how to cite using APA.

Discussion Posts: (8 discussion posts @ 50 points each = 400 course points)

Student Learning Outcomes #1, #2, #3, and # 4: The student will obtain a basic understanding of important issues in criminal justice planning, administration, and management. The student will learn to utilize critical thinking skills. The student will learn how to apply course concepts to 'real life' criminal justice administrative/ management situations/issues. The student will be an active and engaged participant in discussion forums by analyzing and evaluating information presented within the textbook, external readings/resources, student research, and class activities

The discussion forums are related to the chapter readings and other materials provided to you in DocSharing. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality, timeliness** of your contributions, and a **detailed analysis** linking together theory (readings) to application (activities/'real life' CJ issues). Your submissions will also be graded based on your ability to critically evaluate the question/information you are discussing.

Please note that you are required to complete an Introduction post. This will be worth **80 POINTS!** Furthermore, discussion posts will be posted by the first day of class, January 13, 2014. The content of these posts may be found in eCollege (See below under Technology Requirements for more on accessing/turning in assignments using eCollege). Posts are due by 11:00PM CST on day of assignment:

Introduction due on January 13, 2014 (Monday)

Discussion Post #1 due week 1 on Jan 13, 2014

Discussion Post #2 due week 2 on Jan 20, 2014

Discussion Post WEEK 3 NO POST DUE

Discussion Post #3 due week 4 on Feb 3, 2014

Discussion Post WEEK 5 NO POST DUE

Discussion Post #4 due week 6 on Feb 17, 2014

Discussion Post WEEK 7 NO POST DUE

Discussion Post #5 due week 8 on Mar 3, 2014

Discussion Post WEEK 9 NO POST DUE

Discussion Post #6 due week 10 on Mar 17, 2014

Discussion Post WEEK 11 NO POST DUE

Discussion Post #7 due week 12 on Mar 31, 2014

Discussion Post #8 due week 13 on Apr 7

PLEASE BE ADVISED THERE ARE EIGHT (8) DISCUSSION POSTS TOTAL!

You are required to answer the discussion questions using your textbook/additional materials (if applicable/required) as your primary source(s). Additional source materials are always welcome and should be cited accordingly and are sometimes required in order for you to complete the assignment. Please read the assignment directions carefully.

Your posts should be **A MINIMUM** of 250 words in length. Please keep in mind that **ALL** posts must be substantive and meaningful. Proper grammar and word usage are required. I will take this opportunity to remind you that your discussion posts are formal assignments and will therefore be graded as such.

Assessment Method: Discussion posts will be graded using the Discussion Post/Comments Grading Rubric provided in Appendix A of the syllabus.

Comment Posts: (32 posts @ 10 points each = 320 course points)

Student Learning Outcomes #2 and # 4: The student will learn to utilize critical thinking skills. The student will be an active and engaged participant in discussion forums by analyzing and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

Comment posts are responses you make to the 8 discussion posts that you and your classmates have posted during the course. You will need to post at LEAST 4 comments/discussion each due date. Comment posts should be a **MINIMUM** of 50 words in length.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality, timeliness** of your contributions, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM CST on the following **Saturdays**:

Comment Post #1 due on Jan 18, 2014

Comment Post #2 due on Jan 25, 2013

Comment Post #3 due on Feb 8, 2014

Comment Post #4 due on Feb 22, 2014

Comment Post #5 due on Mar 8, 2014

Comment Post #6 due on Mar 22, 2014

Comment Post #7 due on Apr 5, 2014

Comment Post #8 due on Apr 12, 2014

PLEASE BE ADVISED THERE ARE THIRTY-TWO (32) COMMENT POSTS REQUIRED!

Please note that comments will be tallied by me and entered into the gradebook on an ongoing basis. This will allow students to 'follow' their comments grade in real time.

Assessment Method: Discussion assignments will be graded using the Discussion Post/Comments Grading Rubric provided in Appendix A of the syllabus.

Homework (2 assignments worth 100 points each = 200 course points)

You are required to complete **2** homework assignments for this course. All homework assignments should be a **MINIMUM** of 3 pages in length, **MAXIMUM** 12-point font, double-spaced. Homework assignments should be turned in to the appropriate eCollege dropbox by 11:00PM CST **Thursdays**. (See below under Technology Requirements for more on assessing/turning in assignments using ECollege).

Homework Assignment #1 due on Feb 27, 2014

Student Learning Outcomes #1-#3: The student will obtain a basic understanding of important issues in criminal justice planning, administration, and management. The student will learn to utilize critical thinking skills. The student will learn how to apply course concepts to 'real life' criminal justice administrative/management situations/issues.

Assignment Instructions: Choose **one** criminal justice agency within the criminal justice system. You may choose any agency you wish, but you should plan to do a bit of research on more than one to determine which agency will be the best model for your paper. Once you have chosen your agency, briefly outline it (i.e., how is it organized, who runs it, etc.) and then discuss how the five characteristics of service apply to the agency of your choice. Which characteristic of service best applies? Why? Which characteristic of service least applies? Why? What is your critical appraisal of the service quality approach to the agency you have chosen?

Assessment Method: Homework assignments will be graded using the Homework Assignment Grading Rubric provided in Appendix B of the syllabus.

Homework Assignment #2 due on Apr 17, 2014

Student Learning Outcomes #1-#3: The student will obtain a basic understanding of important issues in criminal justice planning, administration, and management. The student will learn to utilize critical thinking skills. The student will learn how to apply course concepts to 'real life' criminal justice administrative/management situations/issues.

Assignment Instructions: Think of a previous boss or bosses that you have had. Provide at least **two** specific examples of things they did/behaviors they exhibited that exemplify at least **one** type of leadership style mentioned in your textbook. Explain the leadership style they used. Explain what leadership style **you think they should have adopted** and why. If you were the boss, what would you have done differently in those situations and how do your actions coincide with the leadership styles you have read about in your text?

Assessment Method: All homework assignments will be graded using the Homework Assignment Grading Rubric provided in Appendix B of the syllabus.

Exams: (3 exams @ 100 points each = 300 course points)

Student Learning Outcomes #1 and #2: The student will obtain a basic understanding of important issues in criminal justice administration and management. The student will learn to utilize critical thinking skills.

There will be **3** exams in this course. You will have the opportunity to answer one extra credit question worth 5 points on each exam. Exams will be 1-2 hours in length (depending on test composition) and will be accessible for a 17-hour period beginning at 6:00AM on the day of the exam until 11:00PM CST that evening. Students will be

notified of the precise format of the test prior to exam day. **YOU WILL ONLY BE ALLOWED TO ACCESS THE EXAM ONCE.** See under Course and University Policies/Procedures for more information regarding taking tests on eCollege. Your exams will take place on the following **Fridays**:

Exam #1 covering Chapters 1-4 of the text and any other assigned materials will be **taken on Feb 7, 2014**

Exam #2 covering Chapters 5-8 of the text and any other assigned materials will be **taken on Mar 14, 2014**

Exam #3 covering Chapters 9-14 of the text and any other assigned materials will be **taken on Apr 25, 2014**

Assessment Method: Multiple choice and/or short answer questions.

Final Paper: **(1 paper @ 100 points each = 100 course points)**

Student Learning Outcomes #1-#3: The student will obtain a basic understanding of important issues in criminal justice planning, administration, and management. The student will learn to utilize critical thinking skills. The student will learn how to apply course concepts to 'real life' criminal justice administrative/management situations/issues.

Assignment Instructions: Choose a criminal justice agency of your choice (this agency may **not** be the same organization you choose to write about in homework assignment #1). Explain the function and important role of this agency within the criminal justice system. Identify and explain how you would perfect this agency's function and operation using the concepts outlined in Chapter 14 of your textbook.

You will be graded on your ability to clearly explain the concepts related to measuring organizational effectiveness and service quality and apply them to the agency of your choice in a meaningful way. Your paper must **minimally** include a QFD model and a process flowchart. This paper should be a **MINIMUM** of 5 pages, **MAXIMUM** 12-point font, using APA citation format. **THIS PAPER IS DUE BY 11:00 PM CST ON MAY 3, 2014**

Assessment Method: The final paper will be graded using the Final Paper Grading Rubric provided in Appendix C of the syllabus.

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
Introduction	1	80	80
Discussion	8	50	400
Comments	32	10	320
Homework	2	100	200
Exams	3	100	300
Final Paper	1	100	100
		TOTAL	1,400

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 for the course.

Total points possible for the semester = 1,400.

1,400-1,260 = A
1,259-1120 = B
1119-980 = C
979-840 = D
839 and below = F

You will find your course grades in the gradebook located in ECollege. This gradebook will keep a 'real-time' accounting of the points you earn on assignments for this class. In this way, you may track your progress in this course throughout the course of the semester.

TECHNOLOGY REQUIREMENTS

The following hardware and software are necessary in order to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact the folks in Technology Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to:

<https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu. Once you log in to eCollege, click on My Courses and select CJ 468—Correctional Systems.

Please note that this is an online course and as such, **all** aspects of the course (including assignments/discussions/comments/exams) will be turned in/completed through eCollege. Your grades will also be available in eCollege.

This class will run on a 7-day, Monday-Sunday schedule. After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Students should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the **Lecture** link and take the time to read the material I have posted. The lecture is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that I consider important to your understanding of the subject matter.

Students will complete discussions by clicking on the **Discussion** link that will be visible if a discussion forum is scheduled for that week (students will know if discussions are required based on information contained in Weekly Tasks and in the syllabus). At that time, students will be able to read the discussion question and post accordingly (keep in mind that all discussion

forums are open and available for posting on January 13, 2014—the first day of class). Students should pay particular attention to the requirements for discussion posts as outlined in the syllabus. Students should plan to respond to the posted online course discussion questions with an original discussion post (Discussions) and by replying to their colleagues' posts in the discussion forum (Comments).

Students will complete and submit assignments by clicking on the **Assignments** link that will be visible if an assignment is scheduled for that week. Students should be sure to submit all assignments as attachments (do not cut and paste your assignment) and to submit the assignment into the properly named/numbered dropbox.

Students will complete assigned exams by clicking on the **Exam** link that will be visible if an exam is scheduled for that week.

Students will submit the final paper assignment by clicking on the **Assignment** link in Week 16.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

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

Students who wish to discuss an issue with me personally should do so through Email. Students are encouraged to discuss issues/questions that are relevant to the class through the eCollege **Virtual Office**.

Students who Email me 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:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

For assistance with the library: To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: <http://www.tamu-commerce.edu/library> not from within eCollege.

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>

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

- Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
- Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
- Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
- At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Personal computer/access problems are not a legitimate excuse for filing a ticket with the helpdesk. I strongly encourage you to check for compatibility of your browser BEFORE the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. ONLY eCollege-based problems are legitimate.

Examination Policy

There will be no make-up quizzes/exams (including the final) 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. Students will be asked to provide official documentation of their absence.

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.

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/discussions and NOT comments or exams.

Assignments/discussions/journal entries received after the due date and time up to 1 day (24 hours) late will lose 25 points. Assignments/discussions/journal entries received 2 days (48 hours) late will lose 50 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*). This includes, but is not limited to, providing an environment where all students feel comfortable to express their viewpoints freely and not being disrespectful to other students or the professor. For more on web-specific conduct, see: <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, 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 homework assignments/discussions/comments/exams are due by 11:00PM CST in eCollege on the day they are due as outlined in the syllabus.

Please note that in addition to the material assigned in your textbook, in some cases, additional materials have been assigned and are available for download in DocSharing in eCollege. These articles will be identified as such in the course schedule below.

Week #1—Jan 13

Jan 13	<p>Class begins-- Read the syllabus carefully</p> <p>Post a Week #1 Introduction where you introduce yourself and accept the conditions of the syllabus and agree to the Rules of Netiquette</p> <p>The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct</p>
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Week #1—Jan 13

Jan 13	Chapter 1: Defining Management and Organization
Jan 13	Discussion Assignment #1 Due
Jan 18	Comment Posts for Discussion Assignment #1 Due

Week #2—Jan 20

Jan 20	Chapter 2: Open Versus Closed Systems
Jan 20	Discussion Assignment #2 Due
Jan 25	Comment Posts for Discussion Assignment #2 Due

Week #3—Jan 27

Jan 27	Chapter 3: Service Quality Approach
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Week #4—Feb 3

Feb 3	Chapter 4: Environmental Influences
Feb 3	Discussion Assignment #3 Due
Feb 7	Exam #1 covering Chapters 1-4 and other materials as assigned

Week #5—Feb 10

Feb 10	Chapter 5: Conflict, Power, and Ethical Issues
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Week #6—Feb 17

Feb 17	Chapter 6: Motivation
Feb 17	Discussion Assignment #4 Due
Feb 22	Comment Posts for Discussion Assignment #4 Due

Week #7—Feb 24

Feb 24	Chapter 7: Leadership
Feb 27	Homework Assignment #1 due

Week #8—Mar 3

Mar 3	Chapter 8: Communication
Mar 3	Discussion Assignment #5 Due
Mar 8	Comment Posts for Discussion Assignment #5 Due
Mar 14	Exam #2 covering Chapters 5-8 and other materials as assigned

Week #9—Mar 10

Mar 14	NO ASSIGNMENTS
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Week #10—Mar 17

Mar 17	Chapter 9: Police Administration
Mar 17	Discussion Assignment #6 due
Mar 22	Comment Posts for Discussion Assignment #6 due

Week #11—Mar 24

Mar 24	Chapter 10: Courts
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Week #12—Mar 31

Mar 31	Chapter 11: Probation and Parole
Mar 31	Discussion Assignment #7 due
Apr 5	Comment Posts for Discussion Assignment #7 due

Week #13—Apr 7

Apr 7	Chapter 12: Prisons, Jails, and Detention Centers
Apr 7	Discussion Assignment #8 due
Apr 12	Comment Posts for Discussion Assignment #8 due

Week #14—Apr 14

Apr 14	Chapter 13: Security Management
Apr 17	Homework Assignment #2 due

Week #15—Apr 21

Apr 21	Chapter 14: Measuring Organizational Effectiveness and Service Quality
Apr 25	Exam #3 covering Chapters 9-14 and other materials as assigned

FINAL EXAM DAY—May 2

May 3	Final Paper due by 11:00 PM CST in the DAY 16 dropbox
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Appendix A

Discussion Assignment/Comments Grading Rubric

Discussion Post (50 points)

Assignment instructions: Student follows the assignment directions /10

Analysis: Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material /10

Critical thinking: Student employs critical thinking skills /15

APA format: Student provides citations in proper APA citation format /10

Grammar/Word usage: student uses proper grammar and word usage /5

Comments on Post:

Comments Grade

The student completed ----- comments worth 10 points each. These comments moved the discussion forward in a meaningful way and were relevant to the conversation.

Appendix B

Homework Assignment Grading Rubric

Homework Assignment (100 points)

Assignment instructions: Student follows the assignment directions /25

Analysis: Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material /30

Critical thinking: Student employs critical thinking skills /25

APA format: Student provides citations in proper APA citation format /10

Grammar/Word usage: student uses proper grammar and word usage /10

Comments on Assignment:

Appendix C

Final Paper Grading Rubric

Final Paper (100 points)

Assignment instructions: Student follows the assignment directions /20

Analysis: Student thoughtfully evaluates the issue/situation and is sufficiently reflective of the blog/viewpoints /20

QFD /10

Process Flowchart /10

Critical thinking: Student employs critical thinking skills /20

APA format: Student provides citations in proper APA citation format /10

Grammar/Word usage: student uses proper grammar and word usage /10

Comments on Assignment:

