



**COURSE SYLLABUS**  
**CJ480-001: Senior Seminar in Criminal Justice**  
**Spring 2015**

**Instructor:** Elvira M White, JD/PhD Associate Professor  
**Office Location:** Ferguson Social Science 204  
**Office Hours: Tuesdays and Thursdays** 10-11am and 1:45-2:30p.m.  
**Office Phone:** 903-886-5326  
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**Class Location:** Tuesday and Thursday 11:00AM to 12:15PM  
Room SS 310 Ferguson Bldg.  
**University Email Address:** [Elvira.White-Lewis@tamuc.edu](mailto:Elvira.White-Lewis@tamuc.edu)

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

***Required Readings:***

Alexander, M. (2011). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. ISBN: 978-1-59558-643-8.

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.

***Suggested Reading:***

Pilate, V. (2004). *Dorm Rooms to Boardrooms: A Guide for all majors in making the transition from college to the real world*. Washington, D.C.: Crandell and Rose. ISBN: 0-9759665-0-2.

**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

<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. 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. Do not 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 is not and will not be if you follow the directions as I outlined herein. In fact, this may be the most liberating paper writing experience you undertake.

This paper should be approximately 10-12 pages in length with a hard minimum of 10. Papers can be longer, but if you are approaching the 15 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. The title page, reference page or abstract page will not be inclusive of the paper count. 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. All work is to be submitted via eCollegedropbox. Late submissions will not be read or graded. No exceptions!!!

<b>February 3, 2015</b>	Capstone Topic due (50 points)
<b>March 5, 2015</b>	Capstone Paper, Part I due (50 points)
<b>April 14, 2015</b>	Capstone Paper, Part II due (50 points)
<b>May 7, 2015</b>	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 4 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 28, 2015**  
**April 30, 2015**  
**May 5, 2015**  
**May 7, 2015**

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 three (3) of the four (4) capstone presentation dates noted above. Failure to do so will result in receipt of 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 (2 exams worth 100 points each = 200 course points)--Student Learning Outcomes #1-#3

There will be **2** exams in this course. **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 March 12, 2015 (Thursday)** and will cover all material assigned to date.

*Exam #2* is **on April 23, 2015 (Thursday)** and will cover all material assigned to date.

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. Reading in advance is required in that each

student may be randomly selected to lead the discussion on the topic readings for a particular class.

Attendance will be taken each class period and you can receive up to 3 points per for each day you attend and participate or up to 100 points. If you miss more than one week's worth of classes (2 class sessions or more) you may want to consider dropping the course. There will be an automatic dropping of one letter grade for absences in excess of four (4) without an official documented excuse.

**TARDINESS:** Being on time is almost as important as being present. Class will begin promptly at the scheduled time. If you are not present when attendance is taken you will be counted absent. Tardiness is extremely rude and disruptive, and reflects a "don't care attitude" on your part. If for some reason beyond your control you must be late, enter the room as quickly and quietly as possible to minimize disruption. Repeated tardiness absolutely will not be tolerated. **If you cannot make it to class on time or have just taken employment/internship during the scheduled class time, please drop the course.**

In addition, please 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 three (3) of the four (4) 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 and indeed may consist of one comprehensive question.

### 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	<b>February 12, 2015</b>
Resume/Consultation	<b>April 2, 2015</b>
Mock Interview	<b>May 5, 2015</b>

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.**

<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>Capstone Paper</b>	1	250	250
<b>Topic</b>		50	
<b>Paper, Part I</b>		50	
<b>Paper, Part II</b>		50	
<b>Final Paper</b>		100	
<b>Capstone Presentation</b>	1	100	100
<b>Class Participation/Discussion</b>	1	100	100

<b>Exams (one optional)</b>	3	100	200
<b>Pre/Post-test</b>	2	0	0
<b>Career Assessment/Consultation</b>	1	100	100
<b>Resume/Consultation</b>	1	100	100
<b>Mock Interview</b>	1	100	100
<b>TOTAL</b>			<b>950</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 semester = 950.

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

<b>COMMUNICATION AND SUPPORT</b>
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**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.

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**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***

It is essential to attend all classes to do well in this course. Lectures and discussions are designed to supplement the textbooks, not repeat it. Many items will be discussed in class that is not in the book. While students can copy someone's lecture notes, and complete reading assignments, there is no way to gain the information lost by missing class discussions. Study guides are not provided for any exams. Your study guides are your notes from your reading and class discussions.

Attendance will be taken each class period and you can receive up to 3 points per for each day you attend and participate or up to 100 points. If you miss more than one week's worth of classes (2 class sessions or more) you may want to consider dropping the course. **There will be an automatic dropping of one letter grade for absences in excess of four (4) without an official documented excuse.**

**TARDINESS:** Being on time is almost as important as being present. Class will begin **promptly** at the scheduled time. If you are not present when attendance is taken you will be counted absent. Tardiness is extremely rude and disruptive, and reflects a "don't care attitude" on your part. If for some reason beyond your control you must be late, enter the room as quickly and quietly as possible to minimize disruption. Repeated tardiness absolutely will not be tolerated. **If you cannot make it to class on time or have just taken employment/internship during the scheduled class time, please drop the course.**

Students are also expected to attend at least three of the four 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://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. 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 submit 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.

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

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### *Course Specific Student Conduct*

**Assigned readings should be completed BEFORE coming to class. Students will be called upon in class to discuss/explain material from the reading assignments. This is not intended to be punishment or to single anyone out in front of the rest of the class, but could prove to be embarrassing if you are unprepared.**

***Note: Class time needs to be focused on the academics. Please do not bring food into the classroom. Eat your snacks and meals before or after class. You may not leave your cell phones on when you enter the classroom absent an emergency which you should inform me about in advance. Any student caught texting while class is in session will have two (2) points deducted from the final grade for each documented infraction.***

## **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 submit your assignments on time.

Please note that all homework assignments are due at the beginning of class on the day they are due.

**WEEK #1—January 20-22**

January 20:	Review Syllabus
January 20:	Introduction: <i>The Many Voices in Justice</i> <i>The New Jim Crow</i> Introduction
<b>Pre-test</b>	
Part I:	<b>Criminal Justice and Criminological Paradigms</b>
January 22:	Reading #2: <i>The Importance of Ethics in Criminal Justice</i>

**WEEK #2—January 27-29**

<b>Part I: Criminal Justice and Criminological Paradigms</b>	
January 27:	Reading #3: <i>Criminological Theory and Crime Explanation</i>
January 29:	Reading #4: <i>Unleashing the Power of Criminal Justice Theory</i> <i>Alexander text- pgs 20-58</i>

**WEEK #3—February 3-5**

<b>Part II: Offenses and Offenders</b>	
February 3:	Reading #5: <i>Juvenile Delinquency</i> Reading #6: <i>Gender Matters: Trends in Girls' Criminality</i>
February 5:	Reading #7: <i>Race and Crime</i> <i>Alexander text-pgs 59-139</i>
<b>February 3:</b>	<b>Capstone Topic Due by 11:00 pm CST via dropbox</b>

**WEEK #4—February 10-12**

<b>Part II: Offenses and Offenders</b>	
February 10:	Reading #8: <i>Culture, Media, and Crime</i>
February 12:	<i>Alexander text 140-178</i>
<b>Career Assessment and Consultation due- February 12, 2015</b>	

**WEEK #5—February 17-19**

**Part II: Offenses and Offenders**

**February 17:** Reading #9: *Crime and Economics: Consumer Culture, Criminology, and the Politics of Exclusion*

**February 18:** **OPTIONAL:** Wednesday, February 18<sup>th</sup>-11:00 AM - 1:00 PM Mock Trial presentation for visit from Texas A&M Law School representatives: RSC Traditions Room

**February 19:** Reading #10: *Sex Crimes*

**WEEK #6—February 24-26**

**Part II: Offenses and Offenders**

**February 24:** Reading #11: *Terrorism and the Criminal Justice System: Questions, Issues, and Current Applicable Law*

**February 26:** Reading #12: *Developments in Cyber Criminology*

**WEEK #7—March 3-5**

**Part III: Policing and Law Enforcement**

**March 3:** Reading #13: *A History of American Policing*

**March 5:** Reading #16: *Police Organization and Administration*  
Reading #14: *Police Theory*

**Capstone Paper, Part I due—Thursday, March 5, 2015**

**\*\*\*Professor will be attending ACJS Conference~~ Students are expected to complete outstanding assignments this week to include Career Center**

**WEEK #8—March 10-12**

**Part III: Policing and Law Enforcement**

**March 10:** Reading #15: *Contemporary Policing: Police Work in the 21<sup>st</sup> Century*

**March 12:** **Exam #1 covering Introduction, Parts I, II, III, and IV: Readings #1-16 and Alexander text assigned readings**

**WEEK #9—March 17-19**

**NO CLASS—SPRING BREAK**

**WEEK #10—March 24-26**

**Part IV: Policy and Jurisprudence**

**March 24:** Alexander text- pgs179-261

**March 26:** Reading #17: *Public Policy*

**WEEK #11—March 31-April 2**

**Part IV: Policy and Jurisprudence**

**March 31:** Reading #18: *American Courts*

**April 2:** Reading #19: *The Juvenile Justice System*

**Resume Consultation due-Thursday, April 2, 2015**

**WEEK #12—April 7-9**

**Part V: Corrections and Societal Response**

**April 7** Reading #20: *The Philosophical/Ideological Underpinnings of Corrections*

**April 9:** **Readings from new edition of text\*\* I will provide overview**

**WEEK #13—April 14-16**

**Part V: Corrections and Societal Response**

**April 14:** Reading #21: *Community Corrections, Rehabilitation, Reintegration, and Reentry*

**April 16:** Reading #22: *Restorative Justice in Theory*

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

**Capstone Paper, Part II due—Tuesday, April 14, 2015**

**WEEK #14—April 21-23**

**April 21:** Catch up for all previous readings

**April 23:** Exam #2 covering Parts IV and V, Readings #17-23

**WEEK #15—April 28-30**

**April 28:** Capstone Presentation

**April 30:**

**Capstone Presentation**

**WEEK #16—May 5-7**

**May 5: Capstone Presentation**

**May 7: Capstone Presentation**

**Mock Interview due—Tuesday, May 5, 2015**

**FINAL Capstone Paper due—Thursday, May 7, 2015**

Your capstone paper is to be original work and will be checked via *Turnitin*. If you have a previous paper from this class or another one, **DO NOT** use it again for the capstone paper in this class!! If you are caught doing so, and you will be, the paper will receive a 0.

***Note: Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students in writing.***

## 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 10 pages in length and is due in its entirety on **May 7, 2015**.

Below are helpful hints and specific instructions regarding the paper. You will receive extensive written comments from me on your topic 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.

### **Capstone Paper Topic due by 11:00PM CST, February 3, 2015 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 dropbox 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 select carefully.**

Suggestion? Select a topic that you are interested in. In fact, it might be useful for you to select 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 select a topic that holds some interest to you. It will make the paper much easier to write and research.

The topic that you must send me must be complete. Do not send me a topic 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 topic selection will need to be a sentence or two longer than this example, but hopefully you get the idea. I should warn you that selecting 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 select your topic for you.

**Capstone Paper, Part I      due by 11:00PM CST, March 5, 2015      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 submit. **(approximately 3 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 14, 2015      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.**

Thus, 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 4 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 1-2pages)**

**Capstone Paper, FINAL      due by 11:00PM CST, May 7, 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 Via Dropbox (50 points)**

Student submits topic on time (February 3, 2015 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 5, 2015, 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 14, 2015 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 7, 2015 by 11PM CST)	<u>          </u> /5
Student uses proper grammar and word usage	<u>          </u> /5
Student integrates comments from previous versions of the paper	<u>          </u> /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	<u>          </u> /10
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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	<u>          </u> /15
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Paper includes a Body that covers your subject matter in detail and that links your topic to all three components of the CJ System	<u>          </u> /15
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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	<u>          </u> /15
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Student uses critical thinking to link topic to information from class and the CJ system	<u>          </u> /15
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Paper was submitted in APA Style Format (inclusive of title page, paper, reference list, And APA citation format)	<u>          </u> /10
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**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 Elvira White-Lewis**

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 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

