



Texas A&M University-Commerce

MSAC Online Degree Program

CJ 597: Comparative Criminal Justice

Online Course Syllabus for Fall 2015

(October 12 to November 15, 2015)

Instructor: R. N. Singh, Ph. D., Professor of Sociology & Criminal Justice

Office Hours: By appointment through e-mail (please send me your phone # so I can call you and talk about your need or question before setting a time to meet).

Email Address: raghu.singh@tamuc.edu

(Please do not use Myleo address to e-mail me)

Course Information

Materials – Textbook, Readings, Supplementary Readings

Textbook Required

Harry R. Dammer and Jay S. Albanese, *Comparative Criminal Justice Systems*. (Paperback) (it will be to your advantage to buy Fourth or Fifth/2015 edition). Wadsworth. ISBN: 13: 978-1-285-06786-5.

You can contact the Texas Book Store on our campus in Commerce; tel. 903-886-5215. Or you can buy it through online sources.

Optional

Other materials/readings recommended are:

David Nelken, *Comparative Criminal Justice* (Paperback), 2010. Sage.

One article suggested for you to read is: David Nelken, Comparative Criminal Justice: Beyond Ethnocentrism and Relativism, *European Journal of Criminology*. 6 (4): 291-311, 2009.

Course Description

The Criminal Justice Graduate Course CJ 597 is aimed at providing a thorough and critical examination of meanings, history, and methods of comparing as well as contrasting various examples of criminal justice systems around the globe with ones prevailing in the United States.

It is important to understand that no criminal justice (be in the U. S., Europe, or Asia) is 'perfect' as such. Each system may have certain strengths as well as limitations. The comparative approach helps us realize that we can learn to develop efficiency of any system by comparing it with other systems. In addition, what approach for law enforcement may work in one system may not work in the other. Systematic comparisons of criminal justice systems should provide us help in understanding what works or does not work depends on circumstances and cultural contexts. This course provides us insight into ways of evaluating our own criminal justice practices by enhancing the scope of planning to increase their efficiency.

Prerequisites

Please note that there are no prerequisite graduate courses for this course. Students who have any questions about admission should contact Dr. David Hurley, the Director and Advisor of the MS in Applied Criminology program.

Student Learning Outcomes

At the end of the course the student will be able to:

1. Identify meanings, perspectives, forms, justification, and historical background of comparing law enforcement and the criminal justice systems in selected parts of the world with ones in the United States.
2. Critique various components and processes involved in comparing cross-cultural criminal justice contexts on the bases of selected appropriate criteria.
3. Identify rationalizations and claims made by certain countries in being superior to others in certain aspects of the criminal justice system.
4. Report what we can learn in America from certain aspects of the administration of justice in other countries.

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/comments, readings, and assignments. Below is an

explanation of each course requirement including due date, assignment instructions, and other requirements.

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

- Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- Critical thinkers are not only independent and global thinkers needed for studying comparative criminology; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

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

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

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

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

- Determine the problem/issue you are trying to address or 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; and*
- 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.*

TASKS TO BE COMPLETED EACH WEEK (THAT STARTS ON EACH MONDAY & ALL OF YOUR WORKS DUE BY SATURDAY)

I. WEEKLY DISCUSSION (for each week, it starts on Monday & your work on it due by Saturday)

1. Discussion Posts: (SLOs 1-4) (5 discussion posts @ 100 points each = 500 course points)

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post.

These posts should be of a reasonable **length**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link. Posts are due by 11:59PM CST on **Saturday** in each week of the course.

This assignment has been designed to meet Student Learning Objective:
 Students will be active and engaged participants in discussions by **analyzing** information presented within the readings.

It is expected that students will thoughtfully reflect on the discussion that ensues, and reply back to comments posted by other students. Here are some ground rules for our discussion boards:

a) **There are no minimums or maximums on how much or how little you post on the discussion boards. The goal is to achieve quantity & quality. I am striving for us to have a *genuine conversation on the boards this semester.*** You will not achieve full points by just logging on in the last hour of the last day and posting a couple of random comments on others' posts. Ideally, you'll post something, check back in a few hours and check-in again over the course of several days to interact, reply, respond and comment on what others have said on a single thread.

b) This discussion will take place within a set timeframe. Discussion boards cannot be made up. If you miss out, there is no way to makeup these points.

c) Students should feel free to honestly post and defend their opinions, but should be tolerant of other students who express views that are contrary to their own. Discussion boards are places where *dialogue* occurs. They are not a debate that is to be "won" or places where "conversion" takes

place. Feel free to explore differences in view points, but do not allow these conflicts to escalate into personal attacks. Please do *not* play devil's advocate or pretend to take a stance that is not genuine or authentically held.

Assessment Method: Discussion posts will be graded using the following **Discussion Post Grading Rubric:**

Assignment Instructions: Student follows the assignment directions ___/20

Critical Thinking Skills: Student employs critical thinking skills ___/25

Analysis, APA format: Student fully evaluates the issue/situation discussing a topic and uses proper APA citation ___/50

2. Comment Posts: (5 comments per week @ 10 points each = 250 course points total for the 5 week term)

Comment posts are responses you make to the discussion posts that you and your classmates post each week.

Assessment Method: Comments will be graded using the following **Discussion Post Grading Rubric:**

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**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. In summary

In summary, the Comments Grading Rubric includes:

Assignment Instructions: Student follows the assignment directions ___/10

Critical Thinking Skills: Student employs critical thinking skills ___/25

Analysis, APA format: Student evaluates the issue/situation based on a sufficient understanding of the material, and uses proper APA citation ___/10

Grammar & word usage: Student uses proper grammar and word usage ___/5

II. ASSIGNMENTS (for each week, your work on one starts on Monday & due by Saturday)

During the First Week you are required to give your Introduction: (1 Introduction post—not graded)

Students are asked to introduce themselves to each other. This introduction may include any information that you would like to share with others in the course, but must minimally include a statement that you have read and agree to abide by the syllabus and follow the rules of academic integrity and netiquette. You will not be allowed to continue in the course without providing this statement. This post is due by 11:59PM CST on Tuesday, **October 13**, of Week #1 of the course.

Assigned Work for Five Weeks

Week 1: Introduction: (1 Introduction post—not graded)

Students are asked to introduce themselves to each other. This introduction may include any information that you would like to share with others in the course, but must minimally include a statement that you have read and agree to abide by the syllabus and follow the rules of academic integrity and netiquette. You will not be allowed to continue in the course without providing this statement. This post is due by 11:59PM CST on Tuesday, **October 13**, of Week #1 of the course.

I. First Week Assignment to be Graded: Popular Media Reflection Paper in Week 1

1. Locate one article on any aspect of the international comparisons of criminal justice systems that has been published in a popular magazine or newspaper (e.g., *Time*, *Newsweek*, *M.S.*, *Redbook*, *Popular Psychology*, *Psychology Today*, *Dallas Morning News*, *New York Times*, *Washington Post*, *Chicago Tribune*, etc.).
2. Discuss your chosen article by writing a 3 to 4 page critical review based on the following questions:
 - What are implicit or explicit meanings, forms, and explanations of differences the U. S. criminal justice systems may have from those in other countries **in the popular media**? How do these compare in general with scientific literature (such as your text book)?
 - According to your article, how and why the American CJ systems are different, similar, worse off, or better off from other systems?
 - What was said good or bad about our CJ system that strikes you as significant or irrelevant?
 - What improvement program is recommended for our CJ systems in the article?
 - How do you estimate the value of this article, particularly from a criminal justice perspective?

- Assess the value of popular media in shaping public attitudes and perception related to prejudice and discrimination against our criminal justice system practices. Assess the reliability and validity of popular media on the subject.

This assignment is due by **11:59 PM CST on Saturday (October 17) of Week #1** of the course.

Assessment Method: Grading will be based on completeness of presentation as per the assignment instructions for popular media reflection.

II. Week 2 Assignment: Short Essay Assignment

Essay Topic: The Importance & Limitations of Comparing the U. S. Criminal Justice Systems with Those in Other Countries.

The essay should be 3 to 4 pages in length (that includes a list of references used), maximum 12-point font, 1-inch margins. Include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Saturday (**October 24**) of Week #2 of the course.

Assessment Method: Students will be assessed using the Short Essay Assignment Grading Rubric stated below:

Short Essay Assignment Grading Rubric

Clearly stated and explained Introduction ____/20

Main points identified and explained using specific references to facts, etc. ____/60

Summary of main points in conclusion ____/10

Grammar / word usage, Proper APA format ____/5

Followed assignment directions ____/5

III. Scholarly Article Review Assignment for Week 3

Locate a peer-reviewed article published in a criminology journal of your choice (online journals are acceptable; www or Wikipedia type popular online entries are unacceptable), on any one subject of: (1) meaning and contributions of making international or cross-cultural comparisons or contrasts of the criminal justice systems and related practices, (2) examples of such comparisons or contrasts made based on research and/or theories, (3) comparing laws or legal practices studied at the international level, or (4) reforming our criminal justice/legal system based on any types of internal contexts. Read, critically review, and summarize this article. Address the following questions:

1. Is it a research article based on theoretical argument, literature review, or empirical data?

2. What is the specific aim of the article?
3. Does it say anything new and/or important?
4. What problems with the article can you identify?

This paper should be at least 3 to 4 pages in length (does not include references), 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. This assignment is due by 11:59 PM CST on Saturday **October 31**) of Week #3 of the course.

Assessment Method: Student will be assessed using the Scholarly Article Review Grading Rubric stated below:

Scholarly Article Review Grading Rubric

Clearly stated and explained Introduction to article ____/20

Main points in article covered and critically reviewed. ____/60

Summary of main points in conclusion. ____/10

Grammar / word usage, Proper APA format ____/5

Followed Assignment directions. ____/5

IV. Position Paper Assignment for Week 4

Students are required to prepare a position paper on any one topic (addressed in your textbook) during Weeks 1 through 4 of the course. The purpose of a position paper is to generate support on an issue. It describes your own position on an international comparison of criminal justice issue and the rationale for that position.

- The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:
 - Use evidence to support your position, such as statistical evidence, or dates/ events.
 - Validate your position with authoritative references or primary sources.
 - Examine the strengths and weaknesses of your position.
 - Evaluate possible solutions and suggest courses of action.
- Choose an issue where there is a clear division of opinion and which is arguable with facts and inductive reasoning. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically.
- Prior to writing your position paper, define and limit your issue carefully. These issues are complex with multiple solutions.

- Narrow the topic of your position paper to something that is manageable.
- Research your issue thoroughly, consulting experts and obtaining primary documents.
- Consider feasibility, cost-effectiveness and political/social climate when evaluating possible solutions and courses of action.
- You must utilize a minimum of relevant material and two to three outside sources to inform your paper. These outside sources must be peer-reviewed publications or governmental reports.
- This paper should be a minimum of 3 to 4 pages in length (that includes a list of references consulted) maximum 12-point font, 1-inch margins, include your name, and utilize proper APA citation format. Refer to the position paper guidelines in the assignment module.
- This assignment is due by 11:59 PM CST on Saturday (**November 7**) of Week #4 of the course.

Assessment Method: Grading will be based on completeness of presentation as per the assignment instructions.

V. Final Examination for Week 5 (SLO 1-5)

I will develop four short essay questions in a closed book final exam timed for maximum one hour, specifically based **on the following list of topics:**

- Importance of studying comparative criminal justice systems.
- Difficulties/unreliability issues of comparing criminal justice data from international sources.
- Compare and contrast criminal justice systems of six model countries.
- Differences between Judicial independence & judicial impartiality.
- Drug trafficking and organized crimes in various countries in comparison to the US.
- Which ones of the six model nations may have the most effective police force & why.
- Abusing prisoners and their rights in various countries as compared to the US.
- Minority rights in the criminal justice systems as compared to the US.
- Criminal justice system's responses to preventing crime in various countries.

The final exam will be given online on Saturday (November 14) of Week #5 by 11:59 PM CST.

Assessment Method: Students will be assessed using the exam grading rubric stated below:

Final Exam Grading Rubric

Exam Instructions: Student follows the exam instructions ___/5

Grammar/Word Usage: Student uses proper grammar and word uses ___/10

Introduction: Clearly stated and explained introduction to each essay ___/15

Content: Main points identified and explained ___/60

Conclusion: Summary of main points in conclusion ___/10

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	0	Not graded
Course Pre-test	1	0	Not graded
Discussion Posts	5	100	500
Comment Posts	25	10	250
Popular Media Reflection Paper	1	100	100
Short Essay	1	100	100
Scholarly Article Review	1	100	100
Position Paper	1	100	100
Final Examination	1	100	100
Course Post-test	1	0	Not graded
		Total Point:	1250

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

Total points possible for the term = 1250.

1125—1250= A
1000-1124 = B
875-999= C
750-874= D
749 and below = F

Grades will be available in the Grade book so that students can track their progress in the course on an ongoing basis.

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:

- o Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
- o 512 MB of RAM, 1 GB or more preferred
- o Broadband connection required – courses are heavily video intensive
- o Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - o Adobe Reader
 - o Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

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:

<http://www.tamuc.edu/myleo.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@tamuc.edu

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.

Course Navigation

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege. 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.)

Student 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 weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are considered important to your understanding of the subject.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class will be through 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 and in Announcements. It will be your responsibility to check your University e-mail as I plan to send you important messages regularly.

Students who e-mail me should send them only my e-mail address given in the syllabus (not on myleo address). Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

Virtual Office

Welcome to my office. This space is set aside for students to ask course related questions. Place any questions or concerns about the course here and they will answered within 24 hours on weekdays. (It is possible that I will answer all threads during my office hours as posted on the syllabus.)

Please feel free to answer one another's questions. I will check answers (as well as questions) for correctness, but do not hesitate to respond to a posting if you feel you can answer the question thoroughly and directly.

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, and 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.tamuc.edu/library> not from within eCollege.

Policy for Reporting Problems with eCollege

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

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students MUST file their problem with the helpdesk and obtain a helpdesk ticket number
4. 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
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged 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.

myLeo Support

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

Internet Access

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

Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICY

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 Criminal Justice web site for more information.

Attendance Policy

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

APA Citation Format Policy

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

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

- 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 term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to your reflection paper assignments **and not to** discussion or comment submissions.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. **However, assignments turned in late will be accepted/graded but for each assignment turned in late student will lose 20% from the score earned.**

Drop Course Policy

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

University Specific Procedures

ADA Statement

Students with Disabilities

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

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

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Student Conduct

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

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

Course Outline/Calendar

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

Please note that all discussions/comments/papers are due by 11:59PM CST in eCollege on the day they are due as outlined in the syllabus.

Week # 1: 10/12/2015 to 10/17/2015

Monday	<p>Read the syllabus carefully.</p> <p>Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or at: http://www.albion.com/netiquette/corerules.html</p> <p>Textbook Readings During this Week:</p> <ul style="list-style-type: none">• Preface• Chapter 1: Introduction• Chapter 2 <p>Start Work on Assignment for Week 1 on Popular Media</p> <p>WORK ON DISCUSSION/COMMENTS</p>
Saturday (10/17)	<p>All Discussions and Comments Postings are Due for this Week by Midnight</p> <p>Popular Media Reflection Paper Due by Midnight</p> <p>Course Pre-test Due (not graded)</p>

WEEK #2: 10/19/2015 to 10/24/2015

Monday	Textbook Reading: Chapters 3 & 4 Start Work on Assignment: Short Essay START WORK ON DISCUSSION/COMMENTS
Saturday (10/24)	All Discussions and Comments Postings are Due for this Week by Midnight Short Essay Assignment Due by Midnight

WEEK #3: 10/26/2015 to 10/31/2015

Monday	Textbook Readings: Chapters Start Work on Assignment: Scholarly Article Review Start WORK ON DISCUSSION/COMMENTS
Saturday (10/31)	All Discussions and Comments Postings are Due for this Week by Midnight Scholarly Article Review Assignment Due by Midnight

WEEK #4: 11/2/2015 to 11/7/2015

Monday	Textbook Readings: Chapters Start Work on Assignment: Position Paper START WORK ON DISCUSSION/COMMENTS
Saturday (11/7)	All Discussions and Comments Postings are Due for this Week by Midnight Position Paper Assignment Due by Midnight

WEEK #5: 11/9/2015 to 11/14/2015

Monday	Textbook Readings: Chapters START WORK ON DISCUSSION/COMMENTS Start preparing for the final exam.
Saturday (11/14)	All Discussions and Comments Postings are Due for this Week by Midnight Course Post-test Due (not graded) Take Final Exam on topics provided earlier in the syllabus. I will provide necessary instructions for the exam. The final exam will be timed for one hour. It is closed book exam to be given online on Saturday of Week #5 by 11:59 PM. Final Grades will be posted online by Sunday, 11/15.