



Course Syllabus

CJ 480.01W
Senior Seminar in Criminal Justice
Spring 2018
January 16- May 11
ONLINE

Professor: Elvira White-Lewis, JD/Ph.D.

Office Location: Ferguson Social Science 204

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Class Location/Time: Virtual

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Readings:

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

Copes, Heith and Pogrebin, Mark (2012) *Voices from Criminal Justice: Thinking and Reflecting on the System*. Routledge. ISBN: 9781315639345 or 0415887496

Strongly Suggested:

13th @ <https://www.netflix.com/title/80091741>

VICE Special Report: *Fixing the System* - Full Episode (HBO). (Can be located on YouTube and HBO).

Suggested Readings: Butler, P. (2017). *Chokehold: Policing Black Men*. The New Press. ISBN-13: 9781595589057

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.

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

COURSE REQUIREMENTS

Instructional Methods / Activities/ Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through homework assignments, in-class activities, and exams.

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

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

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

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

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

In-Class Course Component

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

Assignment Instructions: You are required to write a capstone paper for this course. A capstone paper is exactly what it sounds like. It is a paper that will encapsulate all that you have learned as a Criminal Justice 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 Times Roman 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 eCollege dropbox. Late submissions will not be read or graded. Emailed submissions will not be read. No exceptions!!!

February 2, 2018	Capstone Topic due (50 points)
March 9, 2018	Capstone Paper, Part I due (50 points)
April 4, 2018	Capstone Paper, Part II due (50 points)
April 20, 2018	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 via YouTube. Instructions will follow.

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 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

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. Your exam will take place on the following days. **All exams are essay.**

Exam #1 is on **March 2, 2018 (Friday)** and will cover all material assigned to date.

Exam #2 is on **April 20, 2018 (Friday)** and will cover all material assigned to date.

Assessment Method: Essay questions.

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: (10 discussion posts @ 20 points each = 200 course points)

Student Learning Outcomes #1, #3, and #4: The student will obtain a basic understanding of important issues in criminal law. The student will learn to utilize critical thinking skills. The student will learn how to apply course concepts to 'real life' criminal law 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. 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' Criminal Justice issues).

Some Discussion posts will be posted within the first day class. The content of these posts may be found in eCollege (See below under Technology Requirements for more on accessing/turning in assignments using ECollege). Initial responses to

discussions are due Thursdays by 11PM CST. Comment/Peer Posts are due by **11:00PM CST** on Saturdays by 11PM CST.

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 main posts/initial response to the question should be **A MINIMUM** of 350 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. Proofread and spell check prior to submission. Cite all initial responses with reference(s) in correct APA format.

Comment Posts: (20 posts @ 5 points each = 100 course points)

Student Learning Outcomes #1, #3 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 10 discussion posts that you and your classmates have posted during the course. **You are to post two (2)** substantive peer comments for each discussion question and not all on the same day. Comment posts should be a **MINIMUM** of **200 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**.

NO LATE COMMENTS ARE ACCEPTED. Specifically, for each discussion board, you are expected to be visible a minimum of two days. All discussion and comments on one day will result in the downgrading of points.

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 in docsharing.

Class Participation/Discussion (125 course points)--Student Learning Outcomes #1-#3

Regular class 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. Each student will be expected to lead a discussion and thus, you may volunteer for a particular class in advance which is worth up to 25 points.

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

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 50 points each. You may complete these assignments early, but they may be completed **no later** than:

Resume/Consultation	February 22, 2018
Mock Interview	February 22, 2018

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

GRADING

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

Assignment Type	# of Assignments	Point Value	Total Points
Capstone Paper	1	250	250
Topic		50	
Paper, Part I		50	
Paper, Part II		50	
Final Paper		100	
Capstone Presentation	1	100	75
Discussions	10	15	150
Exams	2	100	200
Pre/Post-test	1	0	0
Resume/Consultation	1	50	50
Mock Interview	1	50	50
TOTAL			775

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 = **775**.

775 - 698 = A
697 - 620 = B
619 - 543 = C
542 - 465 = D
464 and below = F

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 **strongly** suggest you take the tutorial offered online. Should you have any questions, feel free to contact the personnel 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.tamuc.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@tamuc.edu. Once you log in to eCollege, click on My Courses and select CJ 480.01W— Senior Seminar in Criminal Justice.

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

This class will run continuously for 15-week schedule absent spring break. After logging in to the course, students will notice that the daily/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 day/unit content area.

Students should then click on the lecture link (when lectures are posted) 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 Daily Tasks and in the syllabus). At that time, students will be able to read the discussion question and post accordingly (keep in mind that some discussion forums are open and available for posting on January 16th—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 assigned exams by clicking on the **Exam** link that will be visible if an exam is scheduled for that day.

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 Monday-Friday. Students who Email me during holidays or after hours 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.tamuc.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>

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.

APA Citation Format Policy

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

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Style Sheet that is located in DocSharing in ECollege. You may also choose to access the following websites:

www.apastyle.org
<http://owl.english.purdue.edu/owl/resource/560/02/>
www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask. You will be provided with a copy of a document in APA citation format that you may use for guidance. Specific APA citation formats may be generated from the websites above.

Late Work

In principle, I do not accept late work and do not believe in allowing students to 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 and plan for emergencies.

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

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/>

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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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.

WEEK #1—January 16

Review Syllabus

Introduction: *The Many Voices in Justice*

The New Jim Crow Introduction

Part I: The Police- Practitioners (Readings** : Chapters 1, 2)

** Throughout the course this asterisk means readings from the *Many Voices* Textbook

WEEK #2—January 22

Practitioners (Readings** #3, 4)

Alexander Text (pg. 20-58)

Outsiders: (Readings** # 5, 6)

WEEK #3—January 29

Outsiders (Readings ** #7, 8)

Alexander Text (pg. 59-98)

Outsiders (Readings ** #9, 10)

Alexander Text (pg 97-139)

February 2: Capstone Topic Due by 11:00 pm CST via dropbox

WEEK #4—February 5

Part I: Police

Alexander text 140-178

Practitioners (**Readings #11)

Practitioners (**Readings #12)

WEEK #5—February 12

Part II: Judicial

February 13: Catch up on previous readings

February 14-17

Professor to attend ACJS/Alpha Phi Sigma National Conference- New Orleans

WEEK #6—February 19

Part II: Judicial

Practitioners (**Readings # 13, 14)

Practitioners (**Readings #15)

All Career Assessment Exercises DUE- Resume Consultation and Mock Interview

WEEK #7—February 26

Part II: Judicial

Outsiders (**Reading #16)

March 2, 2018-Exam #1 covering Introduction, Parts I, II: Readings #1-16 and Alexander text assigned readings

WEEK #8—March 5

Part II: Judicial

Outsiders Reading (** #17, 18)

Capstone Paper, Part I DUE Friday, March 9, 2018 by 11:00 pm CST via dropbox

WEEK —March 12

NO CLASS—SPRING BREAK

WEEK #9—March 29

Part II Judicial

Outsiders Reading (**# 19, 20)

Alexander text- pgs 179-261

WEEK #10—March 26

Part III: Corrections

Reading (**#21, 22)

Reading (**#23, 24)

WEEK #11—April 2

Part III: Corrections

Reading (**#25, 26)

Reading (**#27, 28)

Capstone Paper, Part II due—Tuesday, April 4, 2018 Due by 11:00 pm CST via dropbox

WEEK #12—April 9

Part III: Corrections

Reading (**#29)

Reading (** #30)

WEEK #13—April 16

Catch up for all previous readings

Final Capstone Paper DUE by 11:00 pm CST via dropbox

WEEK #14—April 23

Catch up on readings

April 20, 2018- Exam #2 covering Parts IV and V, Readings #17-23

WEEK #15—April 30

Capstone Paper Presentation Due

WEEK #16—May 7-11

University FINAL EXAM WEEK

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 and a possible academic referral.

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 **April 20, 2018**.

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 2, 2018 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 attending 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 9, 2018 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 4, 2018 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 1-2 pages)**

Capstone Paper, FINAL Due by 11:00PM CST, April 20, 2018 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 2, 2018 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 9, 2018, 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 4, 2018 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 (April 20, 2018 by 11PM CST) _____/5

Student uses proper grammar and word usage _____/5

Student integrates comments from previous versions of the paper _____/10

Content

Paper includes a Problem Statement/Introduction that sets up the problem/topic you are researching in a clear/concise way; student places topic in context	<u> /10</u>
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> /15</u>
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> /15</u>
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> /15</u>
Student uses critical thinking to link topic to information from class and the CJ system	<u> /15</u>
Paper was submitted in APA Style Format (inclusive of title page, paper, reference list, And APA citation format)	<u> /10</u>

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: Dr. Elvira M. White-Lewis

Student Name: _____

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