



CJ 340.01W

Criminal Justice Policy and Practice

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Laura E. Salander
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Office Hours: By Appointment
Division Phone Number: 903-886-5332

COURSE INFORMATION

Textbook(s) Required –

Title: Making Sense of Criminal Justice Policies and Practices

ISBN: 9780190679279

Edition: June 2018

Author: G. Larry Mays and Rick Ruddell

Publisher: Oxford University Press

Course Description

This course will evaluate various policy dimensions of crime and criminal justice. Students will learn the process through which policy is made, will critically evaluate current criminal justice policies, and will study the impact of policy decisions on criminal justice practice. Prerequisite CJ 101. Hours: 3

Student Learning Outcomes

Student Learning Outcomes:

1. Identify the various actors in the public policy process at the federal, state, and local levels, specifically applying concepts to the police, courts, corrections, and juvenile justice arenas;
2. Discuss the process by which particular issues of ideological and practical significance become targeted as “problems” in need of policy “solutions,” and describe the role of applied criminological research in identifying possible sources guidance;
3. Construct cogent, sophisticated arguments both in support of and in opposition to the formulation, implementation of specific practices and policies, particularly those which concern particular groups and segments in the general population;
4. Describe the media’s role in highlighting certain courses of action as viable and in evaluating various policies and programs as politically and fiscally sound; and

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5. Analyze the criteria by which the worth and value of certain policies and programs are assessed, including an acceptable definition of goals and objectives, a clear linkage between program activities and objectives, the availability of performance information, and standards of satisfactory performance measures.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and Turnitin.

Instructional Methods

This course is designed in a format that is delivered asynchronously 100% online. In the online environment, students will be engaged in discussion forums and weekly unit completion of materials that will lend success to completion of the course work. The weekly lessons will be released on Sunday at 5pm.

Each week/unit starts on Monday and ends on Saturday at 11:00pm CST and your grade for activities will be posted as soon thereafter as possible.

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Student Responsibilities or Tips for Success in the Course

The student must log into the course multiple times throughout the week to complete weekly assignments and post and respond on discussion boards. Weekly reading is expected as well as taking scheduled quizzes/exams and completing all other 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
Writing Assignment	1	150	150
Quizzes	10	10	100
Exams	2	125	250
Participation/Discussions	5	100	500
		TOTAL	1000

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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 = 1000.

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599 and below = F

Assessments

Writing Assignment: (150 points) **Due 4/27/19 by 11pm**

Locate a Criminal Justice policy that you support and analyze its merits. Provide a rationale for the policy by discussing the social history of the issue that led to the policy being introduced at the local, state, or Federal level(s). For example, before one can examine the impact of the original "Patriot Act" one would have to discuss the acts which occurred in this country that led to the introduction of this far sweeping policy- i.e. 9/11. Once you discuss the social history then discuss the legislative history of the policy (who, what, when, where, why); discuss supporters and detractors of the policy; discuss the intended and unintended consequences; close by discussing your reasons of support.

In your essay you will need to thoroughly explain the position and provide supporting evidence for your stance. PLEASE REMEMBER- YOUR ARGUMENTS NEED TO BE COMPELLING DESPITE YOUR PERSONAL OPINIONS.

Essay Format: 12 font, Times New Roman, 4-6 pages, cover page required (name, course, date, title), reference sheet required, APA format and APA citations required, headings, subheadings required:

Essay outline example

- Cover Page-

- Abstract
- Introduction
 - Thesis
- Policy(s)
 - Details of the Policy
 - Social History
 - Legislative History
 - Intent of the Policy (i.e. to prevent drunk driving)
- Supporters/Detractors
 - What are their arguments
 - Your position
- Conclusions
- References-

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Please remember to use transition statements between paragraphs, if necessary and definitely when new ideas are being introduced. SUBHEADINGS ARE REQUIRED.

Quizzes: (10 quizzes at 10 points each = 100 points)

There will be 10 quizzes in this course to ensure that you are reading the assignment materials and keeping up with course requirements. The quiz must be completed by 11:00 pm on Saturday on each week a quiz is assigned. The quiz will mainly focus on the assigned readings. The quiz will be released on Sunday evening and you may take it at any point in time during the week. You may take the quiz up to 2 times. Your highest submitted score will be recorded. You will have a time limit of 15 minutes. Scores will be released on the following Monday after the Saturday deadline. **There will be no make-up quizzes allowed.**

Exams: (2 exams at 125 each = 250 points)

Exam #1 (Midterm) is due by March 13, 2019 at 11:00pm CST.

Exam #2 (Final) is during Finals Week and is due by May 8, 2019 at 11:00pm CST.

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

Participation/Discussions: (5 posts/comments at 100 points each = 500 points)

There will be 5 discussions posted throughout the semester worth 100 points each total (70 points for the initial post and 30 points for your comments). Discussion on topics must be done during the week(s) we are discussing the course material.

Introduction (1 Introduction post not graded) Every student must introduce him- or herself by the third day of class (Wednesday) during Week One. This information will be entered as a threaded discussion. You will receive 5 extra credit points for completing this task by the deadline.

Each student's presentation should cover the following information:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- Describe how you expect this degree to enhance your career

Discussion Posts

The Discussions in this class will focus on the specific assignments connected to each week. Each student is expected to participate in the weekly discussion by responding to ideas(s) presented by the professor. A minimum of one initial discussion per week is required and five peer responses. This must not be all on one day. Students may post earlier than the absolute due date if desired, but no later than the identified date. You are required to post one week and reply by the end of the next week. You will have two weeks total to complete post/comments, but posts must be completed by the end of week one or points will be deducted for lateness.

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The **Discussions** are directly related to the assigned lecture material. Upon completion of the assigned lecture material, 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. You must integrate course material (textbook) and outside material into your post and cite it properly. In all cases, students must have **two in-text citations and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post in APA format** (See information later in the syllabus for more information on citing utilizing APA citation format).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link.

5 discussion posts @ 70 points each = 350 course points

Posts are due by 11:00PM CST during the week assigned

Comment Posts

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments for each discussion. I would strongly encourage you to engage your colleagues well past the five-comment minimum in order to maximize your opportunity for meaningful discussion and learning.

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. Students **must** provide one outside source for **at least** one comment that they make.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM of the week assigned.

Assessment Method: Comments and the Discussion Post will be graded using the Discussion/Comments Grading Rubric (Appendix A). The discussion and comments for each week will be graded together and posted as one grade (Discussion = 70+ Comments 5@ 6 points each (30) = 100 points/week). *(25 comments @ 6 points each = 150 course points)*

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

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- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. 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

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

My primary form of communication with the class will be through Email and Announcements. 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 Email and Announcements regularly. Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 (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.

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You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below.

www.apastyle.org **(Opens in a new window)**

<http://owl.english.purdue.edu/owl/resource/560/02/> **(Opens in a new window)**

www.library.cornell.edu/resrch/citmanage/apa **(Opens in a new window)**

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.

Drop Course Policy

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

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

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

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@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

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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.

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COURSE OUTLINE / CALENDAR Spring 2019

- Week #1:**
1/14-1/19
Course Introduction. Syllabus, homework and text review.
Introduction Post/Chapter 1 – The Politics and Policy Dichotomy
- Week #2:**
1/21-1/26
Chapter 2 – Crime Control verses Due Process
Discussion Post #1/Quiz #1 over Ch1&2 - due 1/26/19
- Week #3:**
1/28-2/2
Chapter 3 – Understanding Criminal Justice Policy
Comments on Discussion Post #1 due 2/2/19
- Week #4:**
2/4-2/9
Chapter 4 -The Search for a Guiding Philosophy of Policing
Chapter 5 – Police and the Use of Force
Quiz #2 over Ch 3,4&5 due 2/9/19
- Week #5:**
2/11-2/16
Chapter 6 – Gun Control
Discussion Post #2/Quiz #3 over Ch 6 - due 2/16/19
- Week #6:**
2/18-2/23
Chapter 7 - Sentencing
Comments on Discussion Post #2/Quiz #4 over Ch 7 –
due 2/23/19
- Week #7:**
2/25-3/2
Chapter 8 – Race, Ethnicity and Justice
Chapter 9 – Gender and Justice
Discussion Post #3 due 3/2/19
- Week #8:**
3/4-3/9
Chapter 10 – Wrongful Convictions
Comments on Discussion Post #3/Quiz #5 over Ch 8,9&10 -
due 3/9/19
- Week #9:**
3/11-3/16
Mid Term Exam Due 3/13/19 by 11pm
- Spring Break – 3/18-3/23**
- Week #10:**
3/25-3/30
Chapter 11 – What are the Alternatives to Incarceration?
Quiz # 6 over Ch 11 due 3/30/19
- Week #11:**
4/1-4/6
Chapter 12- Putting the Brakes on Correctional Populations
Discussion Post #4/Quiz # 7 over Ch 12 due 4/6/19
- Week #12:**
4/8-4/13
Chapter 13 – The Death Penalty: Dying a Slow Death?
Comments on Discussion Post #4 due 4/13/19
Quiz #8 over Ch 13 due 4/13/19

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Week #13:
4/15-4/20

Chapter 14 – Responding to Youth Crime
Discussion Post #5/Quiz # 9 over Ch 14 due 4/20/19

Week #14:
4/22-4/27

Writing Assignment Due 4/27/19
Comments on Discussion Post #5 due 4/27/19

Week #15:
4/29-5/4

Chapter 15 - Security versus Liberty in the Twenty-First Century
Chapter 16 - Making Sense of Criminal Justice
Quiz # 10 over Ch 15&16 due 5/4/19

Finals Week
5/6-5/10

Final Exam due 5/8/19 by 11pm

DISCUSSION	Accomplished	Proficient	Needs Improvement
10	Student answered the question on time		Student did not answer the question on time
20	Student fully relates/applies course concepts to topic under study indicating an in-depth knowledge of the material and application of critical thinking	Student somewhat relates/applies course concepts to topic under study indicating some knowledge of the material and some use of critical thinking	Student minimally relates/applies course concepts to topic under study indicating minimal knowledge of the material and minimal use of critical thinking
20	Student develops a clear link with course material in a way that demonstrates applied and critical evaluation	Student develops a link with course material in a way that demonstrates some applied and critical evaluation	Student develops a minimal link with course material in a way that demonstrates minimal applied and critical evaluation
10	Post was the equivalent of one page in length		Post was not the equivalent of one page in length
10	Student cited properly in-text (at least 2 times) and provided a full bibliography/works cited at the end of their post using APA citation format	Student either cited in-text (less than 2 times) or provided a full bibliography/works cited at the end of their post, or cited but did not do so properly using APA citation format	Student neither cited properly in-text nor provided a full bibliography/works cited at the end of their post using APA citation format
COMMENTS			
10	Student posted at least 5 comments in response to their colleagues' discussions	Student posted 2-3 comments in response to their colleagues' discussions	Student 2 or fewer comments in response to their colleagues' discussions
10	Student provided a critical appraisal of the question asked	Student provided a somewhat critical appraisal of the question asked, but could have provided a more in-depth analysis	Student provided a somewhat critical appraisal of the question asked, but could have provided a more in-depth analysis

5	Student provided a relevant response/comment that moved the discussion forward in a meaningful way through the use of critical thinking	Student provided a reasonable response/comment but did not utilize ample critical thinking	Student did not provide a relevant response/comment that moved the discussion forward in a meaningful way or did not utilize critical thinking
5	Student included one additional source that added understanding/insight into the topic	Student included one additional source that added some understanding/insight into the topic	Student did not include one additional source that added understanding/insight into the topic

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Grading Rubric for Writing Assignment – Appendix B

Content	Critical Thinking	Spelling and Grammar	Organization	Length/Format
Excellent 90 points	Excellent 15 points	Excellent 15 points	Excellent 15 points	Excellent 15 points
All the required components of the paper were adequately addressed with full explanations. There were no APA in-text & reference page errors	Analysis (in-depth description of issue or problem); Inquiry (in-depth, accurate use of data, ideas, or alternative perspectives Evaluation (in-depth understanding and use of relevant arguments that lead to a relevant conclusion); Synthesis (in-depth conclusion that is well supported and logical); Creativity (in-depth use of new ideas or approaches that transcend the original task or problem)	If there were any spelling or grammar errors, they were insignificant	The paper was organized well with good paragraph structure and a good flow to the reading	The paper was closer to the maximum length than the minimum length and had good content. Met all formatting requirements.
Good 80 points	Good 12 points	Good 12 points	Good 12 points	Good 12 points
A minor required component was missing, or there was not good explanation for at least one of the required major components. APA in-text citations & references were given but with minor errors	Analysis (Fully identifies issue or problem); Inquiry (Fully uses data, ideas, or perspectives); Evaluation (Fully uses relevant arguments that lead to a relevant conclusion); Synthesis (Fully communicates a conclusion and prior arguments); Creativity (Fully uses new ideas or approaches that are relevant to the task or problem)	There were a few spelling or grammar errors that were noticeable but did not detract from the paper	The paper was organized well and flowed well, but it may not have been broken down into enough paragraphs	The paper was more than the minimum length requirement. Met most formatting requirements.
Fair 75 points	Fair 9 points	Fair 9 points	Fair 9 points	Fair 9 points
Important required components of the paper were missing or there were a few components not fully explained. APA in-text citations & references were given but with major errors	Analysis (Partially identifies issue or problem); Inquiry (Partially uses data, ideas, or perspectives); Evaluation (Partially uses relevant arguments that lead to a relevant conclusion); Synthesis (Partially communicates a conclusion and prior arguments); Creativity (Partially uses new ideas or approaches that are relevant to the task or	There were a few spelling or grammar errors that were noticeable and detracted somewhat from the paper	The paper was not well organized with good succinct paragraphs or did not flow well because of poor transition or structure	The paper just barely met the minimum length requirement. Met some formatting requirements.

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	problem)			
Poor 65 points	Poor/Failing 6 points	Poor 6 point	Poor 6 point	Poor 6 point
Not all of the required components of the paper were addressed, nor were they fully explained. APA in-text citations & references were not given	Analysis (Does not identify the issue or problem); Inquiry (Does not use data, ideas, or perspectives); Evaluation (Does not use relevant arguments that lead to a logical or relevant conclusion); Synthesis (Does not include a conclusion); Creativity (Does not use new ideas or approaches that are relevant to the task or problem)	There were several spelling and grammar mistakes that detracted from the paper	There were either no paragraphs in this paper, or the organization was otherwise poor, making it difficult to read	The paper did not meet the minimum length requirements. Met no formatting requirements.
Failing Not more than 65 points		Failing 3 points	Failing 3 points	Failing 3 points
The content of the paper was grossly inadequate with only cursory coverage of required elements and very little if any explanation of required components		There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the paper, such that it was difficult to read	The organization of the paper was so poor as to render it almost impossible to read	The paper was considerably less than the minimum length requirement

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