

CJ 492 – Senior Seminar Spring 2018
Section 201 TR 9:30am to 10:45am
Section 202 TR 11:00am to 12:15pm
SH 418

Professor Information

Dr. Wendy Perkins
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Office Hours

Tuesday 9:00am-9:30am; 12:30pm-2:00pm; 3:15pm-4:15pm
Thursday 9:00am-9:30am; 12:30pm-2:00pm; 3:15pm-4:15pm
Other days and times available by appointment only

Course Description

Capstone course. Integrates and applies material learned in the program of study. Serves as a culminating experience in which students demonstrate what they have learned in the classroom.

Prerequisites: Senior status, CJ 200, CJ 302, & CJ 404

Required Text

None.

University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Policy for Students with Disabilities

Marshall University is committed to equal opportunity education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disability Services (ODS) in Prichard Hall 117 (304.696.2467) to provide documentation of their disability. Following this, the ODS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing, and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, access the website for the Office of Disabled Student Services: <http://www.marshall.edu/disabled>

Attendance and Make-up Policy

- **If you miss class for any reason**, this is what you must do:
 - a. **E-mail** me. Let me know that you are going to/already have missed class. You must do this **within 24 hours** of missing the class. If you have pre-planned travel for a university event, you may provide me with a schedule in lieu of an e-mail.

- b. **Talk to your peer group** about what you missed in class. Obtain class notes from your group.
- c. **Submit any work that was due on the day you were absent within 48 hours the class you missed** for the opportunity to earn full credit. If you are absent on a day when we have graded in-class work, the make-up assignment will be on Blackboard. Exceptions to the 48-hour rule will be made for extenuating circumstances (e.g. extended illness).
- d. **If you submit work past due date without prior notification**, or you fail to follow the 48- hour rule for turning in work after an absence without extenuating circumstances, you will automatically lose 50% of the available points for the assignment.
- e. **If you are absent on the day of an exam**, you must request alternative arrangements for exam completion.
- f. **If you miss class on the day of student presentations and you do not provide a valid reason, 10 points will be deducted from your presentation grade.**

You are responsible for your own conduct inside and outside of the classroom. This includes making a decision about whether or not to come to class. Before you decide to miss/skip class on a regular basis without a good reason, think about the following:

Missed class = missed opportunities (e.g. in-class discussions, guest speakers).

Missed opportunities = missed information for assignments, including exams

Missed information for assignments and exams = lower scores on assignments/exams

Lower scores on assignments/exams = lower course score

Lower course score = potential loss of financial aid, a bad grade on your transcript, spending money to retake the class, having to explain yourself to your parents

FURTHER, if you chronically miss class during this (or any other) course(s) in which you are my student, it will severely diminish the likelihood of me writing a letter of recommendation for you in the future.

Academic Dishonesty

- 1) The university policy for academic dishonesty can be found at the link below
<http://www.marshall.edu/board/files/policies/MUBOG%20AA-12%20Academic%20Dishonesty.pdf>
- 2) If I suspect you have committed an act of academic dishonesty, I will request a meeting with you to discuss the assignment. If, after this meeting, I still suspect you committed an act of academic dishonesty, the following could occur:
 - a. Failure of the class If you commit academic dishonesty on an examination or a major paper.
 - b. A grade of "0" for any class assignments other than those listed above.
 - c. A report filed with the Office of Academic Affairs.
- 3) Per university policy, you may appeal any charges of academic dishonesty.

Encouraged Classroom Behaviors

Criminal justice is a discipline with many controversial topics. You are going to have personal opinions about many of the topics we discuss. So will everyone else. Therefore, the **following behaviors are ENCOURAGED in my classroom.**

- 1) Be respectful of me, of your peers, of guests, and of yourself!
- 2) Talk, talk, talk! To understand any criminal justice issue, you must discuss it!

- 3) Challenge each other! Challenge me! I will challenge you! That is how we will all learn something.
- 4) Be open minded. Never be afraid to change your opinions after you learn new information or consider someone else's point of view.
- 5) Think critically. Connect the dots. Consider the research. Think about what it means to practice in the field of criminal justice. A personal opinion is not the same thing as an educated opinion or a professional opinion. And none of those are the same as the knowledge someone possesses based upon the research they, and others, have conducted.
- 6) Be brave. Being brave means speaking up even when you are afraid that someone will disagree with your personal or educated viewpoint. Being brave means being uncomfortable but still engaging in a challenging discussion. Sometimes being brave means admitting when you are wrong.

Prohibited Classroom Behaviors

Any behavior that is disrespectful, threatening, and/or disruptive to me or other students is prohibited. I reserve the right to remove you from the classroom should you engage in any of these behaviors. I also reserve the right to contact campus police should it be necessary.

Personal Technology in the Classroom

- 1) I am encouraging you to bring a laptop or tablet to class. There will be ample opportunity for you to complete work during the class periods. However, if you are spending too much time typing or staring at the screen and not enough time making eye contact with me and engaging in classroom discussions, I will require you to put your device away.
- 2) If I suspect that any student is using technology to engage in academic dishonesty I will prohibit the entire class from using technology in the classroom.
- 3) Be respectful of me and your peers regarding social media. It is not amusing to post a picture or a video of someone without their knowledge. Doing so says far more about your character than it does about the character of the person who is your target.
- 4) I use Twitter (often) and Facebook (sometimes) to brag about all of you in a general manner. I do not discuss individual class performance. If you prefer to not be included in pictures and/or posts, please let me know.

Communication Is Important!

A lot of problems could be avoided if people simply communicated with each other. Make it a habit of checking your MU e-mail daily for news about the course and the occasional extra credit opportunity. I will make every effort to respond to your e-mails within 24 hours of receiving them, excluding weekends (Friday at 4pm to Monday at 9am). If you have not heard from me within 24 hours of sending me a message during the work week, feel free to give me a nudge. I am human (surprise!) and sometimes I do forget things. **Do not contact me on social media about school-related issues. I will not respond.**

Student Learning Outcomes for the Department of Criminal Justice and Criminology Program

Upon completion of the Bachelor of Arts degree in criminal justice, and in part emphasized and reinforced through this course, undergraduate students will be able to:

1. *identify* the components, roles, and practices that are integral to the criminal justice system using specialized terminology;
2. *identify, practice, and interpret* key methodological concepts used in scholarly research in the field of criminal justice/criminology and *describe* the limitations and/or potential policy implications;
3. *examine* the principles of substantive criminal law that regulates and guides the criminal justice system and its primary actors;
4. *explain* the nature, extent, causation, and prevention of crime using theoretical foundations in criminal justice/criminology;
5. *incorporate* information from relevant media sources to support a written product with citations that follow the *APA Publication Manual*.

Course Learning Outcomes Matrix

Course Learning Outcomes	How Each Outcome is Practiced	How Each Outcome is Measured
Students will identify and analyze career opportunities, trends, and future career pathways	Class discussions Interview questions draft	Career plan Interview with criminal justice professional
Students will produce a career and/or graduate or law school portfolio, offering a systematic approach to immediate and life-long career decision-making	Resume Cover letter/personal statement	Career plan
Students will compose and deliver a professional oral presentation	In-class presentation preparation	Capstone presentation
Students will demonstrate proficiency in theoretical criminology, criminal law, research methods, and criminal justice terminology	In-class review sessions	Assessments
Students will critically examine a specific policy in the field of criminal justice/criminology, and develop a written product that incorporates research, interpretation skills, and the evaluation of the policy	Readings In-class discussions In-class work sessions	Capstone paper
Students will enhance their writing skills and strategies	Free responses Rough draft of capstone paper Peer review of capstone paper	Capstone paper Reflection papers

Course Assessments and Grade Determination

This section outlines the course assessments that will be used to determine your performance in this class. More specific information for each assessment will be provided at the appropriate times.

- 1) **You must turn in all assignments on time and earn at least 90% of the total course points to be considered for the grade of A in this course.** If you fail to turn in any assignments or complete any assessments on time, the highest grade you are eligible to earn is a B, regardless of points earned on your completed work. Maximum effort, people! Maximum effort! ☺
- 2) Hard work is rewarded. If you pay attention to my feedback on your assignments and use this feedback in other assignments to improve your skills, your scores will reflect your effort.
- 3) This policy is not intended to discourage you – just the opposite – this policy is intended to encourage **EXCELLENCE IN LEARNING!** You are intelligent people and I have high expectations of you. I also have high expectations **FOR** you! You are on your way to becoming professionals in your chosen field – it is my job to make sure you are off to a great start by teaching you responsibility and professionalism!

Career and education exploration and portfolio (10%) (medium and high stakes writing)

The career and exploration project has three components, and is worth 10% of your grade.

- 1) *Interview with a professional in student's anticipated career field.* Students will interview a professional currently working in the students anticipated career field.
- 2) *Resume.* Students will write a resume intended for use with job or graduate school applications.

- 3) *Cover letter/personal statement.* Students will write a cover letter or personal statement intended for use with job or graduate school applications.
- 4) *Career/educational plan.* Students will write a plan that illustrates how they intend to achieve their career and/or educational goals.

Criminal justice major assessments (20%)

Students will take four assessments to determine their knowledge of the criminal justice discipline. These assessments are worth 20% of your grade. The following assessments will be administered:

- 1) Criminal justice terms
- 2) Criminological theory
- 3) Research methods
- 4) Criminal law

Capstone paper and presentation (50%) (high-stakes writing)

Students will write a capstone paper analyzing the history and effectiveness of a criminal justice policy. Students will choose from several policy options provided by the professor. This paper is a high-stakes writing assignment that incorporates several activities. The following items will be submitted for this project:

- 1) Reference page
- 2) Rough draft for peer review
- 3) Peer review of a fellow student's paper
- 4) Peer assessment of your partner
- 5) Final paper
- 6) Presentation

Reflection papers (10%) (medium-stakes writing)

Students will write two reflection papers discussing the impact of various course discussions on their decision to pursue careers in criminal justice.

Free responses (10%) (low-stakes writing)

Free responses. Several impromptu in-class opportunities will be given to students to write short essays in response to a prompt given by the instructor. Credit is given to students for completing the free responses, which are not graded for grammar, structure, mechanics, etc. These activities **will not** be announced ahead of time.

Determining your grades

90-100% A	80%-89% B	70%-79% C	60%-69% D	59% & below F
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Course Requirements	Score	Weighted Percentage	Weighted Average
Capstone paper and presentation		x.50	
Criminal justice major assessments		x.20	+
Reflection papers		x.10	+
Free responses		x.10	+
Career and education portfolio		x.10	+
TOTAL			

Tentative Schedule

This reading schedule serves as a guide to assist you in organizing your work inside and outside of class. You are responsible for reading and understanding all assigned materials. My lectures will not cover each and every point in the readings; often my lectures include information that you will not find in the readings. Any material assigned is testable material, regardless of whether or not it is covered during class time. Please note that I reserve the right to amend this schedule based upon class needs.

	<i>Topic</i>	<i>Assigned Readings</i>	<i>Class Activities</i>	<i>Graded Items Due (unless otherwise noted, all items are due on Blackboard before class on Thursdays)</i>
Week 1 Jan 9, 11	Introduction Capstone paper prep	None	Review syllabus (Tuesday) Review capstone paper requirements (Thursday) Finding scholarly sources (Tuesday, Thursday)	
Week 2 Jan 16, 18	Capstone paper prep Making criminal justice policy	None	Choose paper topics (Tuesday) APA review (Tuesday) Meet peer groups (Thursday)	Draft of interview questions (bring 2 copies to class)
Week 3 Jan 23, 25	Writing resumes, cover letters, and personal statements Capstone paper prep	Provided by instructor	Peer group work	
Week 4 Jan 30, Feb 1	Realities of criminal justice work	Provided by instructor	Peer group work	Reference page
Week 5 Feb 6, 8	Realities of criminal justice work	Provided by instructor	Peer group work	Interview with a criminal justice professional Resume and cover letter/personal statement (bring to class, stapled)
Week 6 Feb 13, 15	Capstone paper prep	None	Peer group work for capstone paper – Bring a rough draft to class	Reflection paper – realities of criminal justice
Week 7 Feb 20, 22	Criminal justice ethics and misconduct	Provided by instructor	Peer group work	Rough draft of capstone paper
Week 8 Feb 27, Mar 1	Criminal justice ethics and misconduct	Provided by instructor	Peer group work	Peer review of capstone paper
Week 9 Mar 6, 8	Research methods	None	Research methods review	Reflection paper – ethics and misconduct

Week 10 Mar 13, 15	Capstone paper prep	None	Bring rough draft of capstone paper to class	Research methods assessment (due Thursday by the end of your class period)
Week 11 Mar 20, 22	SPRING BREAK			
Week 12 Mar 27, 29	Capstone paper prep	None		Final paper due (Thursday by beginning of class) Peer assessment due
Week 13 Apr 3, 5	Criminological theory	None	Criminological theory review (Tuesday)	Criminological theory assessment (due Thursday by the end of your class period)
Week 14 Apr 10, 12		None	Student presentations	Reflection paper - jobs outlook Career plan
Week 15 Apr 17, 19		None	Student presentations	
Week 16 Apr 24, 26 Dead week		None	Student presentations	
Week 17 Exam week	Sec 201: Tuesday May 1 8:00am – 10:00 am Sec 202: Thursday May 3 10:15am – 12:15pm		Criminal law assessment Terms assessment	