From the Bulletin: Criminal Justice Theory and Practice – Examination of how criminological theory has developed to better understand the theoretical framing that supports various schools of thought regarding criminal behavior. Starting with the classical school and moving through the various schools of thought regarding criminality that include, among others, the positivist theories, social disorganization (Chicago School), social learning, strain, social control and labeling. The course continues through critical criminology, feminist criminology, and more modern theories such as rational choice, routine activity and development/life course. This course is writing-enhanced. Prerequisites: ENG 131 and 132.

In this course, we will examine how criminological theory has developed so that we may better understand the theoretical framing that supports various schools of thought regarding criminal behavior. Starting with the classical school, we will move through the various schools of thought regarding criminality that include, among others, the positivist theories, social disorganization (Chicago School), social learning, strain, social control, and labeling. We will continue through critical criminology, feminist criminology, and more modern theories such as rational choice, routine activity, and development/life course. We will complete this introductory course by examining some of the more current theories: race-related, integrated, and theory and practice.

Textbook
Access to the textbook is required!

Other readings, as assigned (available on Brightspace)

**Note regarding textbook:** You are required to have access to the textbook. I do not require that you own the book; sharing is always an option if you can make that work. The book is available from your campus bookstore, off-campus stores, and through Internet sources. **There is also a copy of the book** (either the current or previous edition) **on reserve in the library.**

**Helpful Hint**

You should forward your Brightspace email and alerts and your MySFA email to the email account that you use the most. Click on your profile photo (or where one would be), then click “Notifications” to select the various notifications that you would like to receive. It is your very important responsibility to regularly check your email—and your Brightspace course homepage!

**Course Objectives**

**Program Learning Objectives**

This course meets the following CJS Program objective(s):

1. The student will demonstrate a fundamental understanding of human behavior from historical, criminological and sociological perspectives that influence the development of criminological theory and the application of theory to justice administration.
2. The student will demonstrate an awareness of multicultural and ethical issues in criminal justice, and will use ethical reasoning to formulate decisions and promote positive organizational and professional trust.

**Course-Specific Student Learning Outcomes**

This course meets the following CJS Course objectives:

1. The student will demonstrate an understanding of classic criminological theory.
2. The student will demonstrate a general understanding of the development of criminological theory from past to present and how it is applied to the “practice” of criminal justice.
3. The student will demonstrate a better understanding of the currently discussed criminological theories in modern-day literature and how they relate to criminal justice policy development and implementation.
4. The student will be able to explain the discrepancies between criminological research and criminal justice policy development and implementation.
5. The student will develop critical thinking and writing skills through essay responses on examinations and writing assignments.
6. The student will develop critical thinking and writing skills through an R&R’d research paper, that strengthen their use of grammar, structure, and context in writing.
Credit Hour Justification

Criminal Justice Theory and Practice (3 credit hours) is a writing-enhanced, upper-level course that meets for 150 minutes per week (typically Monday/Wednesday or Tuesday/Thursday) for 15 weeks with a 2-hour final exam in the sixteenth week. Students are assigned weekly essays in which they must read and critically analyze the reading(s) for the weeks. All exams have essay and short-answer questions in which the student must communicate their knowledge of the material and demonstrate assimilation of the lectures, readings, and current events. Students are also assigned a 7-10 page term paper that is submitted in first draft, then “R&R’d” for a final draft. For each classroom “hour,” the student is expected to spend a minimum of 2 hours in preparation for upcoming classes and in completing assigned work.

Writing Enhanced Course

This is a writing enhanced course. In all writing assignments, you are strongly encouraged to access the Writing Center of the AARC, which is located in the Steen Library—and is available online. I encourage you to complete your work early, visit with a writing tutor in the AARC, and make any corrections or adjustments suggested before submitting your work to me for grading. There are no “do-overs.”

I cannot stress strongly enough that late work will not be accepted! You may work ahead, but you may not work behind!

Classroom Meeting Schedule and Location

You are expected to participate actively in the “courseroom.” There are no specific times for you to be present in the courseroom, but you should expect to visit the courseroom several times during the semester—at least once daily (more often is recommended).

Research Paper

A paper of five to seven double spaced pages (excluding bibliography) will be required this semester. The paper must be typed in Times New Roman 12 pt. font, and it must include at least 5 academic references (Google, Wikipedia, etc. are NOT acceptable as references). Please see the syllabus for the deadline dates for: choosing a topic (which we must agree upon in advance); submission of the outline of the paper, submission of the first draft of the paper, and submission of the final paper. If you miss any of the deadlines, you will receive a zero for the paper! No exceptions.

You will identify a topic in criminology or in criminal justice policymaking that interests you. If you choose criminology, special interest should be given to how your selected theory is (or could be) useful to policymaking; if you choose CJ, you should explain how specific
policy has (or could have) benefitted from criminological research. The primary purpose of the paper will be informative (as though I had never read anything on the topic). You are encouraged to incorporate ideas, theories, etc., from your other classes and from your past learning—just make sure that they add to the paper and do not detract from it.

Please note that your personal opinion regarding a topic is not appropriate in a research paper. As such, you are only assigned to review and summarize the literature relating to your topic.

Extensive use of the SFASU Library is strongly encouraged. Each first draft of the research paper must be accompanied by a certificate from the AARC Writing Center. This requirement is not meant as an additional encumbrance; it assists you in recognizing areas of excellence or areas needing improvement, it assists me in reading and grading, and it promotes the use of an extremely valuable, and often neglected, campus resource.

When you submit your first draft (of the complete paper), you will upload an electronic copy (in Word or rich text format) to the “Essays” section of the course dropdown in Brightspace (and you will be required to attach the certificate from the AARC to the submission). The draft will be critiqued and returned to you using Track Changes via Brightspace. Before submitting the first draft, make sure that your paper is at least five (full) pages; less than that will result in a grade of zero—no exceptions! Additionally, the paper must be written according to APA format, and citations and references must comply with APA requirements. Ask me if you have any questions about the paper requirements. Also, note that the first draft is NOT a “rough” draft!!

**Student Responsibility**

You retain the responsibility to follow the guidelines of the course syllabus, to comply with university regulations, to read all assigned material and postings specific to this course, and to comply with due dates, submission guidelines, and my instructions.

You are an adult, and you retain the responsibility of regulating your behavior in a manner that will be conducive to learning and for attaining a passing grade in the course. You are expected to comply with the general rules of civility.

You are to participate in class discussions, and, though you are free to express your personal views, you must also respect the views of others. I maintain the right to censor any discussion that is becoming disruptive to the learning process.

The course syllabus is not a menu and you do not have the option of choosing which items to complete and/or which tasks to perform. Failure to submit required material or failure to participate in required discussions will result in a failing grade for those assignments.
Note: Failure to comply with ALL requirements for written assignments will result in a grade of zero for that assignment (including word counts on discussion posts). Make sure that you read and understand all instructions and expectations!

You are participating in a course designed to prepare you for a career as a public servant. The U.S. Supreme Court has repeatedly upheld higher standards for those involved in public service—particularly in those professions related to criminal justice. You are expected to read carefully, and to fully comply with, the course requirements, the courseroom rules, and the academic honesty policy as explained in this syllabus.

Participation

Because participation is a very important part of learning, I place a strong emphasis upon discussion in ALL of the class meetings, so your participation is essential. NO ONE IS EXEMPT from participation; you must participate to be successful in this course!

Module Discussions

Note that the module discussions are detailed in the included Course Module Schedule, listed below. The schedule includes details of the prescribed reading assignments, and it includes a work due date. All items (posts, responses, etc.) detailed for that assignment must be completed by the work due date. If you are in any way confused, contact me via email or come see me during office hours. You have plenty of time before the course work begins to clarify any confusion.

Examinations

Four “examinations” will be given during the semester. Because this is a course that focuses exclusively upon research and writing, the exams will be tend to be written, and they will be cumulative; however, any of the exams may have any combination of: an objective section (multiple choice and true/false); and two subjective (short-answer and essay) sections.

Please keep in mind that material from the textbook may not cover all of the required information; a portion of any examination material may come from other sources (as presented or discussed in class).

Justification of Credit Hours and Course Work Expectations

Per SFA policy, you are expected to spend a minimum of two hours on out-of-class work per every one hour of class time or direct faculty instruction over the 15-week semester (this does not include finals week). That means that you should plan on attending class for 45 hours and working on this course outside of class for at least 90 hours for a minimum 135 hours. In this course, this requirement is approximated in the following way:
Courseroom participation 4 hours per week @ 15 weeks 60
Reading the text/outside materials 2 hours per week @ 15 weeks 30
Study for exams 3 exams @ 2 hours each 6
Writing assignments 2 hours @ 10 assignments 20
Research Paper 2 hours per week @ 8 weeks 16
Research Paper (2nd Draft) 1 hour per week @ 7 weeks 13

Grading

Student grades will be earned according to the following table:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

The cumulative semester grade will be based upon the following:

- Exam One (0-100 pts)
- Exam Two (0-100 pts)
- Exam Three (0-100 pts)
- Final Exam (0-100 pts)
- Research Paper (0-100 pts)
- Participation (0-100 pts)
- Writing Assignments (10 @ 0-40 pts; 400 pts possible)

1000 points available

Make-Up Grades and Extra Credit

Not offered and not available.
I cannot stress strongly enough that late work will not be accepted! You may work ahead, but you may not work behind!

Tentative Class Schedule

Be advised that the class schedule on the following pages is a tentative schedule. We may spend more or less time on some topics than others.
<table>
<thead>
<tr>
<th>Module</th>
<th>Discussion - Initial Response Opens</th>
<th>End of Module - Work Due; Discussions Close</th>
<th>Reading (Within course)</th>
<th>Activity (see Course Modules for Specific Assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>8/26/2019</td>
<td>9/1/2019</td>
<td>Included in Module</td>
<td>Course Introduction and Overview Getting Started and Introductory Module</td>
</tr>
<tr>
<td>1</td>
<td>8/26/2019</td>
<td>9/8/2019</td>
<td>Unit 1</td>
<td>What is Academic Writing? An Introduction</td>
</tr>
<tr>
<td>2</td>
<td>9/2/2019</td>
<td>9/8/2019</td>
<td>Assigned Article</td>
<td>Why Do We Do This Writing Thing?</td>
</tr>
<tr>
<td>3</td>
<td>9/9/2019</td>
<td>9/15/2019</td>
<td>Unit 2</td>
<td>Criminal Justice Library Research</td>
</tr>
<tr>
<td>4</td>
<td>9/16/2019</td>
<td>9/22/2019</td>
<td>Unit 3</td>
<td>Plagiarism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Topic Approval Due</td>
</tr>
<tr>
<td>5</td>
<td>9/23/2019</td>
<td>10/6/2019</td>
<td>Unit 4</td>
<td>Organizing a Paper: From Taking Notes to Creating an Outline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Topic Outline Due</td>
</tr>
<tr>
<td>6</td>
<td>10/7/2019</td>
<td>10/20/2019</td>
<td>Unit 5 and 6</td>
<td>Mechanics of Writing: From the First Draft to the Final Paper and Creating a Reference List</td>
</tr>
</tbody>
</table>

EXAM #1

EXAM #2
<table>
<thead>
<tr>
<th>Module</th>
<th>Discussion - Initial Response Opens</th>
<th>End of Module - Work Due; Discussions Close</th>
<th>Reading (Within course)</th>
<th>Activity (see Course Modules for Specific Assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>All start times are at 12:00 a.m. CST of the date listed</td>
<td>All end times are at 11:55 p.m. CST of the date listed</td>
<td>Unit 7</td>
<td>Writing an Annotation and an Annotated Bibliography</td>
</tr>
<tr>
<td>8</td>
<td>11/4/2019</td>
<td>11/17/2019</td>
<td>Unit 8</td>
<td>Citing in APA Style and Writing a Literature Review</td>
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<tr>
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<td></td>
<td><strong>EXAM #3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Research Paper (2nd Draft) Due on Friday of Dead Week (12/06/2019) and takes place of FINAL EXAM</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>* You should post your initial module discussion post on the &quot;open&quot; date shown for each module. The two required responses must be posted by the &quot;end of module&quot; date for each module.</td>
</tr>
</tbody>
</table>
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to iCare (the early alert program). This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Courseroom Rules

1. Maturity – Certain topics within this course may stir emotional reactions in some. So as not to derail the discussions, mature behavior is required. Please treat others with respect and courtesy. If you flame, insult, or intentionally offend someone in this class—or if you disrespect others’ opinions, feelings, or beliefs—you will be warned (the first time); you will be removed from the class for a second offense.

2. When others say something in a discussion or during a chat, you are expected to listen and be respectful of the person’s right to have an opinion that may differ from your own.

3. I do not “give” grades, I merely report them. You are in complete control of your final grade. Everyone starts with an A; where you go from there depends entirely upon you. Do NOT come to me at the end of the semester asking me to “give” you anything—and that includes make-up work and extra credit work; it will not happen.

4. The tentative class schedule in the syllabus is a general guide. Coverage of the material may be accelerated, decelerated, rearranged, augmented, diminished, or otherwise modified when the change would be to the benefit of the class.

5. This syllabus will act as the final word in the event of a discrepancy, error, or misunderstanding. Make sure you read and understand it completely—and make sure you keep a copy for reference during the semester.

6. Cheating, plagiarism, or any other violation of the University’s Statement on Academic Integrity, will result in IMMEDIATE and irreconcilable removal from the class.
   1. If you quote it, cite it;
   2. If you paraphrase it, reference it;
   3. If you don’t know, contact me.
Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Any occurrences of cheating or plagiarism will be dealt with according to University policy, provided to you in your student handbook. (A-9.1) Specifically, we will first meet together to discuss same in my office where you will be given the opportunity to explain your position. If it is determined that academic dishonesty has occurred, I will then make a decision as to the penalty therefore. Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course. I will then refer the incident to the Chair of the Department and the Dean of the College. This Report of Academic Dishonesty form, along with supporting documentation shall be made a part of the student’s record and remains on file with the Dean’s office for at least four (4) years. A second or subsequent offense shall be referred to the Committee on Academic Integrity pursuant to policy.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Policy: http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf
For additional information: http://www.sfasu.edu/disabilityservices/

Withheld grades Semester Grades Policy (A---54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.