Spring 2020 Course Syllabus: CRIJ 4390 – CJ Senior Capstone

This is the course syllabus and it contains important information. Be sure to read the entire syllabus and contact me if you have difficulty understanding what is required for the successful completion of this course. This syllabus, and the accompanying course calendar, contains specific due dates for assignments. These documents should be read in their entirety and maintained for reference.

Instructor
Dr. George R. Franks, Jr., Ph.D.  
Associate Professor of Government  
Office: Liberal Arts North, Room 109  
Office Phone: 936.468.1188  
AT&T Cellular: 936.554.8626 (See Virtual Hours)  
E-mail: franksgr@sfasu.edu

Campus Office Hours
No regular on-campus office hours are offered this term, although I will occasionally be on campus.

Virtual Office Hours
Available by SFA E-mail, or ATT Cellular (Text before you call for confirmation of availability), or ZOOM (through prearrangement)  
Mondays: 9:00 a.m. – 11:30 a.m. & 1:00 p.m. – 4:00 p.m.  
Wednesdays: 9:30 a.m. – 11:30 a.m.  
Thursdays: 1:00 p.m. – 4:00 p.m.  
I am also available by appointment on Monday and Wednesday evenings.

Best Contact and Guidelines
The best way to contact me is by SFA regular email at the address above or by text. Please note, there are no emergencies in academia that require calling or texting at unreasonable hours. You should not text or call during weekends, University breaks, or any day before 8:00 a.m. or after 5:00 p.m. – nothing we do in academia requires urgency.

Course Protection and Intellectual Property
My personal work contained in this syllabus, the course calendar, and all handouts and assignments created by me are my intellectual property and are protected by law. You do not have authorization to duplicate any part of the work without my written permission.

COVID-19 Mask Policy
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


The Mask Policy statement is required to be included in all syllabi; however, this course is all online.
Course Description
Practicum in which students demonstrate criminal justice knowledge gained during their tenure at SFA. During the course, the student will produce a portfolio to present to potential employers while also learning other important information necessary to enter the job market. This course is writing-enhanced.

Course Calendar
A complete course calendar is a part of this syllabus, you are expected to attend class as noted, and to complete online assignments as detailed in the syllabus.

Justification of Credit Hours and Course Work Expectations
You are expected to spend an equivalent amount of time actually working in D2L as would normally be spent in the classroom. In addition, you are expected to spend time each week reading the required course materials, including the textbook and handouts provided in class or online in the courseroom. You should plan on spending a minimum of six hours preparatory time in addition to online participation each week.

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Course Related E-mail Guidelines
All e-mails to me concerning class issues should include your name and course number reference (CRIJ-4390). All e-mails made to you concerning class issues will be directed to your SFASU e-mail address. You are individually responsible for checking your assigned SFASU e-mail in-box for messages.

Likewise, your e-mails should be made to me through the SFASU e-mail system – do not send me email through D2L. Any attachments to e-mails must be in a Word Document format, unless directions specifically state otherwise.

You are responsible for reading all announcements, course documents and e-mails relating to this course.

Text required for Course
There is no assigned textbook; however, selected readings will be assigned in materials provided.

Program Learning Outcomes Addressed in this Course
This course does not currently address any PLO.

Course Specific Student Learning Outcomes
The student will be able to discuss criminal justice career options and resolve positive outcomes. The student will be able to employ certain tools to assist in seeking employment and/or further educational opportunities.

Desired Competency
You will demonstrate your understanding of Criminal Justice related career opportunities and develop a plan to utilize your SFA degree work.
Special Accommodations and 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. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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

Do not abuse the privilege of having access to my cellphone number – please refer to Best Contact and Guidelines on page 1 of this syllabus.

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

You are expected to participate in classroom regularly and complete all activities in a timely manner, demonstrating clear evidence of your effort.

You are to actively participate in classroom discussions, and while 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.

You retain the responsibility to make notification of special needs and/or circumstances to the University, Department Chair, and to me.

Because you are an adult, it is inappropriate to have your parents calling on your behalf requesting special consideration, complaining about workload, or about course content.

The course syllabus is not a menu and you do not have the option of choosing what items to complete and tasks to perform. Failure to submit required material may result in your failure of the course.

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 those professions related to criminal justice. You are expected to read carefully and to fully comply with the academic honesty policy contained in this syllabus.

Be sure to read the policy contained in the missed examinations section, and please do not ask me to deviate from the policy. Again, you are an adult and should be responsible in your approach to this course – this should reflect how you will behave in your career workplace.

Violations of the rules of Student Responsibility may result in a student conduct complaint being filed with the SFA Office of Student Rights and Responsibilities.
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. Particularly for this course, if all assignments are not completed and submitted showing good faith effort, you will be assigned a WH, and lose a letter-grade off what your normal grade would have been. The single exception to this provision being a missed Speaker Take-Away Memorandums.

Assessment Methods
There are a total of 100 quality points (QP) available in this class. The course breakdown of the final grade is made in the following manner:

Speaker Take-Away Memorandums = 50 QP*
Professional Memorandum of Career Intentions = 5 QP
Professional Resume = 5 QP
Overview of a Local Agency Memorandum = 5QP
Overview of a State Agency Memorandum = 5QP
Overview of a Federal Agency Memorandum = 5QP
Public Service Professional Interview Memorandum = 5 QP
CJS Studies Annotated Overview Packet = 15 QP
Professional Memorandum of Summary of Course Activities = 5 QP

The course grade will be based as follows:
90 QP and above = A
80 QP to 89 QP = B
70 QP to 79 QP = C
60 QP to 69 QP = D
Below 60 QP = F

This course does not offer a menu selection – you are expected to perform all of the work assigned. Failure to submit any part of the work will result in a grade determination of “F”, regardless of the assigned quality points. Anything less than a reasonable effort will be considered non-performance. This does not mean making a “0” on a poorly developed assignment, this means not making an effort.

Examinations
There are no formal examinations included in the final grade for this course. There will be a selection of examinations for evaluation of learning and proficiency, as well as career selection.

Module Discussions
There are a limited number of online discussions, you are expected to complete them according to the guidelines.

ZOOM Discussions
You are expected to participate in discussions during the ZOOM meetings, this means responding to questions from the speakers, and asking relevant questions of them. If you do not participate, you will be deemed non-participating and therefore nonattending. You are expected to be courteous in your comments and reactions, remember, everyone is entitled to their opinions. Should I call for comments to terminate, you are to comply immediately and without further response or gestures.
Failure to comply will result in the loss of a letter grade and may result in a disciplinary complaint being filed with the University. This is not intended to interfere with your opinions or to control the conversation towards favoring any opinion or idea. The purpose is to reduce disruption, confusion, and maintain a peaceful and safe learning environment. Your cooperation is appreciated.

Work Due Dates
All work is required to be completed by 11:30 p.m. on the assigned due date. Special Note: Submission portals will be accessible through the term, and submission of all assignments is required, but those submitted after the due date will receive zero credit!

General Attendance
Attendance will be taken at each scheduled ZOOM class meeting. Should you arrive in the ZOOM meeting room after the session has started, you will be counted absent for that session. Likewise, if you leave the ZOOM meeting early. Being absent, or the equivalent thereof, means you are not permitted to submit the Speaker Take Away Memorandum – since there are usually two to three speakers, this can be quite damaging to the final grade. A third absence reduces your final grade by a full letter. Five absences will result in a failure of the course. Remember, the speakers are professionals that are giving of their time and effort to provide you with this opportunity to learn from them.

Specifics for all Memorandum Assignments

Each of the memorandum assignment submissions must follow the model provided and address the components as outlined in this syllabus. Margins are to be 1” for the side, top and bottom. The font is to be New Times Roman and type size is to be 12-point consistently throughout the document. The pages must be numbered in the upper-right corner. There will be no reference page, except for the agency overview memorandums, though sources accessed should be identified within the text. Each memorandum is to be double-line spaced. Each memorandum is expected to be no less than two (2), and no more than three (3) pages. A submission of less than two full pages of properly sized and spaced text will result in a grade of “0” being assigned. Each memorandum will be due on the date specified in the course calendar. Late submissions are automatically reduced by a factor of 25% for each day past the due date. Failure to follow the model provided will result in an automatic loss of the grade. All materials should be submitted in a Word Document format to the appropriately labeled within-course Dropbox.

Professional Memorandum of Career Intentions
Prior to beginning this assignment, be sure to read the article “Who Can Plan? You Can!”, which is posted in the D2L courseroom. After you have read the article, consider the information in relationship to your career planning. You will then prepare a professional memorandum stating in detail your career aspirations and the preparations you will continue to help you attain your goals, incorporating elements from the reading. Your plan must be reasonable and attainable, and the correlations made clear. The submission will be made by the due date, through Dropbox in D2L. As a reminder, be sure to follow the model memorandum for style!

Public Service Professional Interview Memorandum
You will perform an interview of a public service professional, as outlined, and report the outcome in the form of a professional memorandum in the model provided. Members of legislative bodies do not constitute public service professionals, such as city council/commissioner, county commissioner, state or U.S. representative, and state or U.S. senator. For this assignment, you should have section headings listed according to the three components. These interviews should be conducted in non-face-to-face forms.

This memorandum is to be composed of the following components:

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• **About the Person I Chose to Interview** = What is the name and position of the person chosen? For what agency do they work? What does this person do? Why did this person choose this person/position? What does their position have to do with criminal justice?

• **What I Learned from the Interview** = Tell us about your interview; give a summary of the things you asked and what was told you. Remember, this is a summary. This should include how they came to enter the career; whether they had family history in the career; their first role in the career; how they prepared to enter the career; what they have done for professional development since entering the career; what are their career goals; and, what they see in the future of this career for newcomers.

• **Connective Thought and Reflection** = What did the person tell you that clearly connected with things we have discussed or that you have read in this course? What connects with what you already thought? What surprised you? What was most interesting about the interview?

**Speaker Take-Away Summary**
During speaker presentations listen closely and identify a minimum of five important “take-aways”, meaning insights that you find potentially helpful to planning your future career. Follow the **Specifics for all Memorandum Assignments** in order to properly prepare your submission. For these assignments, concentrate on a paragraph about “Determination”, and another about “Adaptability” – which will/or was explained in the initial class meeting. Other paragraphs should focus on the “Student Experience”, “Career Choice”, and the Correlations Between Education and Career.” You will be expected to submit your completed speaker summary by the following class session, through Dropbox in D2L. A model will be provided in the courseroom for these memorandums. Note: Many of the class sessions will include two speakers, so a few absences may result in a significant loss of points.

**Professional Memorandum of Summary of Course Activities**
This is the final assignment in the course. You will develop a final professional memorandum providing a summary of your experience in this course, identifying what helped you to refine your career plan, and what strengthened your goals in this course. If a particular speaker or activity had a significant positive impact on your career plan, you should identify this and provide insight. These should not be “mini-statements”, you should incorporate evidence of both reflective and reflexive thinking. **Do not make the mistake of confusing this with the CJS Studies Annotated Overview Packet!**

**Professional Criminal Justice Agency Memorandums**
You will develop three professional memorandums, one each week, discussing a criminal justice agency at one of the levels of government. You have some leeway in determining which agency you choose, as long as it fits clearly into within the context of Criminal Justice and is within the assigned level of government. In each, you will address the components as outlined in this assignment and the memorandum should have section headings listed according to the four components identified below.

There will need to be a reference page prepared in appropriate APA Style, but reference pages do not count towards the page requirements. You must properly identify the sources you use in developing the memorandum. The memorandum must follow the course model, or a grade of zero (0) will be issued.

Each of the agency memorandums is to be composed of the following components:

• **Introduction** = Tell us about the agency you chose, what is the name? What is the role it plays? Where is the headquarters of the agency? What is the jurisdiction of the agency?

• **History of the Agency** = When was the agency formed? For what purpose was the agency created? How has the purpose and role of the agency changed with time? How has the agency developed/grown with time?
• **What are the Career Opportunities within the Agency** = How many sworn positions does the agency have? How do they prepare new hires to be enforcement officers? What is the stability level within the agency (turnover rate)? Have there been publicly known issues within the agency concerning employment?

• **Connective Thought and Reflection** = Why or why not would this be an appropriate fit for your career goals? Is this an agency you would seriously consider entering as an enforcement officer? Why or why not?

You should be absolutely sure you have answered each question in the component, but the response must not be written in a question and answer format. The material should flow and read as a report, not a questionnaire.

**For Module 7, you will identify a local criminal justice agency.** Remember, “local government” means city or county (parish in Louisiana).

**For Module 9, you will identify a state criminal justice agency.** There are lots of state agencies associated with criminal justice, but you have to evidence the connection.

**For Module 11, you will identify a federal criminal justice agency.** While the US Coast Guard would be an acceptable choice, do not use other military branches – the USCG is unique in that in peacetime it is a part of the Department of Homeland Security.

*If you have questions about this assignment, ask me, do not rely on the opinion of others!*

**Other Writing Assignments – Specific Form (Not Memorandum Form)**

**CJS Studies Annotated Overview Packet**
You will create a journal, designating one page each to every CJ course you have taken at SFA. Each entry will include the name of the course, instructor’s name, term taken, overview of the course content (official), and three specific things you learned from the course that stand out most. **Pay attention to the design:** This assignment will require a cover page, indicating the course name and number, your name, and the term of completion. The next page should be a table of contents, this should be followed by a statement of career intentions (modified from your memorandum assignment, corrected, and non-memo form), your professional resume should then be included, with corrections, followed by the pages of course work. Again, each course starts a new page. This is expected to be a very professional document.

**Other Assignments (Not Memorandum Form)**

**Professional Resume**
Utilizing an acceptable format for a professional resume, you will prepare yours to be submitted to potential employers. Some graduate programs require a professional resume as part of the application process. Assistance is available for developing a professional resume, through the Career Services at SFA.

**Academic Integrity (A-9.1)**
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.

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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/academic_integrity.asp
## Course Calendar

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<thead>
<tr>
<th>Module</th>
<th>Module Available</th>
<th>Module Due Date</th>
<th>Zoom Session</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AUG 24</td>
<td>AUG 30</td>
<td>None</td>
<td>Reading – Finding a Path “Who Can Plan? You Can!”</td>
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<tr>
<td>2</td>
<td>AUG 31</td>
<td>SEP 06</td>
<td>AUG 31</td>
<td>Zoom Session Speaker Take-Away Summaries Due SEP 06</td>
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<td>3</td>
<td>SEP 07</td>
<td>SEP 13</td>
<td>SEP 07</td>
<td>Zoom Session Speaker Take-Away Summaries &amp; Prof. Memo of Career Intentions Due SEP 13</td>
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<td>SEP 14</td>
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<td>SEP 14</td>
<td>Zoom Session Speaker Take-Away Summaries Due SEP 20</td>
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<td>SEP 27</td>
<td>SEP 21</td>
<td>Zoom Session Speaker Take-Away Summaries &amp; Professional Resume Due SEP 27</td>
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<td>6</td>
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<td>OCT 04</td>
<td>SEP 28</td>
<td>Zoom Session Speaker Take-Away Summaries Due OCT 04</td>
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<td>7</td>
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<td>OCT 12</td>
<td>Zoom Session Speaker Take-Away Summaries Due OCT 18</td>
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<td>OCT 26</td>
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<td>NOV 08</td>
<td>NOV 02</td>
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<td>DEC 7</td>
<td>DEC 10</td>
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<td>Summary of Course Activities &amp; Learning Due DEC 10</td>
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There is no final examination for this course, the final assignment is the replacement.
<table>
<thead>
<tr>
<th>Zoom Sessions</th>
<th>Speakers (Changes will be made as life dictates)</th>
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<tbody>
<tr>
<td>AUG 31</td>
<td>Jessica Moreno &amp; Ana Go</td>
</tr>
<tr>
<td>SEP 07</td>
<td>Emily Squyres</td>
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<tr>
<td>SEP 14</td>
<td>Anthony King &amp; Timothy King</td>
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<td>SEP 21</td>
<td>Ben Easley &amp; Wendy Brandenburg</td>
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<td>SEP 28</td>
<td>Merissa Olvera Ryser &amp; Zach Carnley</td>
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<td>OCT 05</td>
<td>Phillip Hendrix &amp; Joe Hunnicutt</td>
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<td>OCT 12</td>
<td>Adam Zapotocky, Morgan Seale &amp; Spencer Robuck</td>
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<tr>
<td>OCT 19</td>
<td>Whitney Howell &amp; Jillian Mathews</td>
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<td>Alaina Chafin</td>
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<td>NOV 02</td>
<td>Mia Tracy</td>
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<td>Reagan Cruse</td>
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<td>NOV 30</td>
<td>Vanessa Acosta</td>
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