**SYLLABUS**

**CJS 315 – PROFESSIONAL WRITING IN CRIMINAL JUSTICE**

**SUMMER II 2020**

**Instructor:** Dr. Milton C. Hill

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**Class:** CJS 315: Professional Writing in Criminal Justice

**Section:** 590

**Time:** Variable

**Location:** Online; see Brightspace

***Forward your Brightspace Email and Notifications to your regular email!!***

***THIS IS A WRITING-ENHANCED COURSE***

***THIS IS AN ONLINE COURSE***

Note that “D2L” is now called “Brightspace”

**Course Description**

From the Bulletin: This course is a writing-enhanced course that emphasizes grammatical structure, use of capitalization and punctuation, sentence structure, topic development, and writing in the APA style. This course will prove useful in the students’ last few semesters of college coursework as it gives them time and opportunity to develop the writing skills that will be critically necessary in the field, in graduate school, and in other areas of their professional and personal lives. Prerequisites: ENG 131 and 132 or instructor consent.

This course will introduce students to academic research and writing with an emphasis on professional writing in criminal justice research and in the criminal justice field. This course emphasizes grammatical structure, use of capitalization and punctuation, sentence structure, and topic development. This course will prove useful in the students’ last few semesters of college coursework as it gives them time and opportunity to develop the writing and analytical skills that will be critically necessary in the field, in graduate school, and in other areas of their professional and personal lives.

Many criminal cases are settled without going to court. Many probation, parole, and court-related transactions, both formal and informal, rely upon written reports. Often times, the outcome of these processes relies almost entirely upon the written report, and it is imperative that students entering the workforce (in all areas of criminal justice) should be knowledgeable in report/narrative development and writing and should have a firm grasp on the basics of good writing style, grammar, and punctuation. Ultimately, this course provides students the skills and knowledge needed not only to write, format, and properly cite academic papers, but also to think critically to define their research problem, find credible sources, and craft theses or dissertations worthy of publication.
Textbook
Access to the textbook is required!


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.

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!

Credit Hour Justification

Professional Writing in Criminal Justice (3 credit hours) is a writing-enhanced, upper-level course that meets for 15 weeks with a 2-hour final exam in the sixteenth week. Students are assigned weekly essays in which they must read from the assigned text and/or research articles 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 based upon their research topic. 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.

Course Objectives

Program Learning Objectives

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

1. The student will demonstrate an understanding of the purposes and operation of the major components of the criminal justice system, and the student will be able to critically analyze the criminal justice system and its aims and outcomes.

Course-Specific Student Learning Outcomes
This course meets the following CJS Course objectives:

1. The student will prepare an academic paper in accordance with the APA Writing Style (6th Ed).
2. The student will define and use proper tone, word choice, and idea development for academic papers.
3. The student will demonstrate ability to clearly define and select credible sources for a presented research problem.
4. The student will describe plagiarism, and identify proper citation techniques for crediting others’ ideas.
5. The student will consider nuance and meaning to choose vocabulary appropriate for a paper’s purpose.
6. The student will use feedback to review an assignment and correct errors in style, structure, and content.
7. The student will demonstrate an understanding of proper grammar, including consistent verb tense, correct subject-verb agreement, and uniformity of phrases.
8. The student will demonstrate their ability to gather, assimilate, and report accurate information in a concise and consistent manner.
9. The student will demonstrate knowledge of the importance of writing timely, substantive reports.
10. The student will demonstrate an understanding of the value of the written report in policing, courts, and corrections.
11. The student will develop critical thinking and writing skills through multiple written assignments that strengthen their use of grammar, structure, and context in writing.

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 (the Online Writing Lab, or OWL). 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 (Literature Review)

You will identify a salient criminal justice topic that interests you. The topic can be any CJ-related topic, but the more controversial, the easier to find information (hint, hint). (A very good source to look for controversial topics is procon.org.)

You will write a literature review, due at the end of the semester, in which you demonstrate your understanding of, and ability to comply with, APA (7th Ed.) formatting guidelines, library research, and plagiarism-free writing. Your paper should include a title page, an abstract, a references page, and at least fifteen academic sources. The sources should be properly listed on the references page and correctly cited/referenced throughout the text of your literature review.

The literature review will be submitted, in its entirety, according to the course module schedule. I will return it to you with remarks, comments, suggestions, etc., then you will adopt those recommendations into a final draft that is due as your final exam. Each draft of the paper is worth 100 points, but the first draft will be graded more leniently than the first. Both drafts are required, and the first draft is not a “rough” draft; it is the COMPLETE paper!

Originality Checking

ALL written assignments submitted via the dropboxes in Brightspace will be routed through Turnitin.com for originality checking. Plagiarism of any kind will not be tolerated!

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. 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 modules, 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 contact me for a Zoom meeting. You have plenty of time before the course work begins to clarify any confusion.

**Formal Writing Assignments**

As noted, this is a writing-enhanced course. Failure to submit either the first draft or the final (second) version of the literature review will result in you being assigned an “F” for the course. Your initial submission of the lit review will be evaluated and a “first draft” grade assigned. There will be notations made as to repairs that must be made for the resubmission. You should put forth your utmost effort in the preparation of the first draft; that assignment, although it is called a draft, is for the full, complete paper (including title page, abstract, and references page)!

Margins for the side, top and bottom should be set to 1 inch, and the required font is 12-point Times New Roman. All writing assignments are to be double-spaced, and references, in-line citations, and the references page should conform to APA 7th Edition standards. (You should visit the Writing Center, or do some independent research on APA formatting BEFORE submitting your work if you have any questions regarding proper formatting.)

**Late papers will not be accepted.**

You will submit your assignments via dropbox within Brightspace. The papers are required to be in Microsoft Word Document format (.doc or .docx), and no other format will be accepted. As noted, your submissions will be automatically routed through turnitin.com, so make sure that your work is original and that you give credit to authors that you reference or cite.
Examinations

Three “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).

Grading

Student grades will be earned according to the following table:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>Below 600</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)
- Literature Review (1st Draft) (0-100 pts)
- Literature Review (Final Draft) (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!
**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 a 15-week semester (this does not include finals week). That means that you should normally 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per week @ Weeks</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courseroom attendance</td>
<td>4 @ 15</td>
<td>60</td>
</tr>
<tr>
<td>(Discussions, quizzes, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading the text/outside materials</td>
<td>2 @ 15</td>
<td>30</td>
</tr>
<tr>
<td>Study for exams</td>
<td>3 @ 2</td>
<td>6</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>2 @ 10</td>
<td>20</td>
</tr>
<tr>
<td>Literature Review</td>
<td>2 @ 8</td>
<td>16</td>
</tr>
<tr>
<td>Literature Review (2nd Draft)</td>
<td>1 @ 7</td>
<td>7</td>
</tr>
</tbody>
</table>

Remember that summer courses are 15-week courses presented in a 5-week period. Basically, multiply the hours per week expected by 3. From experience, I would recommend that you plan on spending 3-4 hours PER DAY on this course. **This course is not “dumbed down” or reduced in any way from the long semester offering.** I will expect the same work from you that I expect from students in the fall and spring semesters. (Remember, I am having to work 3 times as hard—or more—as well!)

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**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</th>
<th>Activity (see Course Modules for Specific Assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>7/6/2020</td>
<td>7/9/2020</td>
<td>Included in Module</td>
<td>Getting Started and Introductory Module</td>
</tr>
<tr>
<td>1</td>
<td>7/6/2020</td>
<td>7/12/2020</td>
<td>Chapter 1</td>
<td>Scholarly Writing and Publishing Principles</td>
</tr>
<tr>
<td>2</td>
<td>7/6/2020</td>
<td>7/14/2020</td>
<td>Assigned Article</td>
<td>Why Do We Do This Writing Thing?</td>
</tr>
<tr>
<td>3</td>
<td>7/6/2020</td>
<td>7/16/2020</td>
<td>Criminal Justice Library Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research Topic Approval Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EXAM #1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7/12/2020</td>
<td>7/18/2020</td>
<td>Chapter 2</td>
<td>Paper Elements and Format</td>
</tr>
<tr>
<td>5</td>
<td>7/12/2020</td>
<td>7/22/2020</td>
<td>Chapter 4 Chapter 5</td>
<td>Writing Style and Grammar Bias-Free Language Guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research Topic Outline Due</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7/12/2020</td>
<td>7/25/2020</td>
<td>Chapter 6</td>
<td>Mechanics of Style</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EXAM #2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7/19/2020</td>
<td>7/28/2020</td>
<td>Chapter 8 Chapter 9</td>
<td>Works Credited in the Text (and Plagiarism) Reference List</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Literature Review (1st Draft) Due with Module 7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7/19/2020</td>
<td>8/1/2020</td>
<td>Chapter 10</td>
<td>Reference Examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EXAM #3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7/19/2020</td>
<td>8/3/2020</td>
<td>Chapter 11</td>
<td>Legal References</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 12</td>
<td>Publication Process</td>
</tr>
</tbody>
</table>

* You should post your initial module discussion post on the "open" date shown for each module. 

The two required responses must be posted by the "end of module" date for each module.
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.
SFASU Policy Statements

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 therefor. 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-accomodation-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.