

Mary Baldwin University
Criminal Justice Program
Senior Seminar, CJ400
Spring 2021
3 Credit Hours

Instructor- Beth Easterling, PhD

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Required Text

Fundamentals of Research in Criminology and Criminal Justice, 5th edition, by Ronet D. Bachman and Russell K. Schutt (same book as CJ320)

Other required readings will be posted on Canvas

Course Description:

This course is a capstone for all Criminal Justice Seniors. Students will do academic and applied research on a criminal justice issue or social issue/problem of their choice. Students will complete the course with a portfolio to assist in job hunting.

COURSE FORMAT AND POLICIES

Attendance: Students are expected to attend class, participate in class discussions, and complete all assignments given. **Late assignments WILL NOT be accepted for in-class assignments.** Other late assignments will NOT be accepted unless you have made prior arrangements. **For long-term assignments (i.e. term papers and other projects) there are NO EXCEPTIONS to turning them in on time. Should an emergency arise (sudden illness, death in the family, etc.) on the day an assignment is due, you MUST turn in evidence that you have at least ½ of the assignment completed by the due date. If this is the case you may make arrangements to turn in later, but you MUST show evidence that you have been working on the project and you MUST get permission from Dr. Easterling.**

Participation: Seminar courses, by nature, involve a significant amount of discussion and class participation. It is expected that you read all material prior to class and come to class prepared to discuss and apply the material you have read. Discussion, questions, and the exchange of ideas pertaining to class material are imperative for success in this course. Please use the discussion board to discuss class material.

Please be aware of the following:

1. Respect every individual in the class. Disrespect of any kind will not be tolerated.
2. Please be advised that I utilize Blackboard in order to post notes and other handouts. You are responsible for reading/printing handouts on Blackboard (and text) before class. I will also send emails. If you do not regularly check your MBC email, you will want to do so, or make arrangements with a classmate. I am NOT able to accommodate the use of outside email addresses. I generally reply to emails sent to me within 2 days. If you do not receive a reply from me within 3 days, assume that I did not receive the email and please send again or make arrangements to meet with me in person.

- Please be respectful in email communication, just as you are respectful in person. For example, an email to a professor could begin with “Dear Dr. Easterling” but never “Wuz up Beth?” Unprofessional emails will not receive responses.

GRADING AND ASSIGNMENTS

The final grade for the course will be determined by the following:

Resume --	25 points
Cover letter--	25 points
Literature Review--	150 points
Applied assignment 1--	100 points
Applied assignment 2--	100 points
Final Presentation --	50 points
Podcast Reflection--	25 points
Participation --	25 points
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TOTAL	500 points

****NOTE: In order to pass CJ 400 a student must have passing scores for the literature review and both applied assignments AND the course as a whole.**

Percentage	Course Grade	Minimum Points Needed
93-100	A	462
90-92	A-	447
87-89	B+	432
83-86	B	412
80-82	B-	397
77-79	C+	382
73-76	C	362
70-72	C-	347
67-69	D+	332
63-66	D	312
60-62	D-	297
0-59	F	---

Assignments [NOTE: to pass this course, students MUST complete ALL assignments and the CJ Exit Exam]:

Resume and Cover Letter: Students must complete a resume and sample cover letter for a job in a field of their choice.

Literature Review: Students will complete a literature review on the topic of their choice. Students must have at least 8 academic sources and the paper should be a minimum of 8 full pages. This paper MUST be thematically organized as follows:

Abstract, Introduction, at least 3 main “themes” of the topic, and Conclusion (which summarizes and synthesizes findings from the literature review). The introductory section MUST include a discussion of methodology used to study the topic. The conclusion section MUST include a theoretical discussion NOTE: Not turning in topic on the due date will result in a loss of 5 points for the assignment’s final grade.

Applied Assignments (Choose TWO—tailored around the topic of your literature review):

- Letter to an executive explaining a problem found in literature review—be specific
- Suggestion for a program to alleviate a problem found in literature review—with specific evidence on how/why the program has the potential to be successful
- Analysis of policy initiatives related to the topic of your literature review
- Analysis of methods used to study topic from literature review—finding strengths and weaknesses
- Analysis of news/media coverage of topic: how does it compare to academic research
- Create an Excel spreadsheet using quantitative data collected from articles; compile data from multiple resources; include some sort of visual chart/graph and explanation of what the data means

NOTE: Not turning in topics on the due date will result in a loss of 5 points for each assignment’s final grade.

Presentation: Students will present to the class on the “big picture” of their projects. Presentations should include information on their literature review and applied projects. This will be a PROFESSIONAL presentation. Students will be graded on their professionalism and the amount of information conveyed to the audience. Presentations should be NO LESS THAN 15 minutes and NO MORE THAN 20 minutes. After the presentation, the class will have a Q and A session with the presenter as well as a class discussion on the topic. [Online students have the option to either sign up for an in-person slot OR video their presentation and post to the Discussion Board on Canvas.]

Podcast Reflection: On the final week of the semester, students will turn in a podcast reflection essay. This essay should briefly summarize the podcast—what was the big picture? Include evidence that you listened to the podcast—use examples! Finish the essay with your thoughts on the podcast—your personal analysis and reflection. (The essay should be about 2 pages.)

Participation: Students will lose points for unexcused absences, being late, not showing up for individual meetings, and not participating in class assignments. This will also include not participating in discussion board postings when required for online students or on-campus students in lieu of class. Online students will still be required to meet/correspond with the professor regarding their projects—missing meetings/not corresponding will result in a lower participation grade.

General Guidelines- Out-of-class writing assignments must be typed and double-spaced using 12 point font and must have 1 inch margins. All sources must be appropriately cited in ASA formatting. Handwritten assignments WILL NOT be accepted for out-of-class assignments. In-class written assignments must be legible to receive points.

Academic Integrity

You are responsible for keeping your work/actions from having even the appearance of plagiarism or cheating. Examples of plagiarism include copying the work of someone else (an author, someone who is taking/has taken the class, or anyone else) and turning it in as your own work or looking at someone else’s exam to get answers. Any evidence of academic dishonesty on a paper/exam will result in a zero for that assignment and possible failure of the course.

*****Note: This is a TENTATIVE syllabus/timeline. The instructor reserves the right to change/modify this syllabus (including assignments and due dates) with ample notice to all students.*****

TENTATIVE TIMELINE

	Reading Assignment	Assignments Due/ Meetings
<p><u>Week 1:</u> January 11-17 - MODULE 1 - Introduction to the Course - Back to Basics</p>		Open office hours Friday 1-1:50 (virtual)
<p><u>Week 2:</u> January 18-24 - MODULE 2 - Analyzing Content; Sources and Writing -</p>	Chapter 9 in text	Literature review topic due on Sunday
<p><u>Week 3:</u> January 25-31 - MODULE 3 - Evaluation and policy analysis; Essentials of Academic Papers -</p>	Chapter 10 in text	
<p><u>Week 4:</u> Feb 1-7</p>	Chapter 11 in text	

<ul style="list-style-type: none"> - MODULE 4 - Mixing and comparing methods; Finalizing 		
<p><u>Week 5:</u> Feb 8-14</p> <ul style="list-style-type: none"> - MODULE 5 - Summarizing and Reporting Research; Professional Communication 	Chapter 12 in text	
<p><u>Week 6:</u> Feb 15-21</p> <ul style="list-style-type: none"> - MODULE 6 - Review for MFT 		<p>**MFT EXAM THIS WEEK—Wednesday</p> <p>Applied Project 1 and 2 topics due on Sunday—include outlines for feedback</p>
<p><u>Week 7:</u> Feb 22-28</p> <ul style="list-style-type: none"> - MODULE 7 		
<p><u>Week 8:</u> Mar 1-7</p> <ul style="list-style-type: none"> - MODULE 8 - 		Resume and Cover Letter due Sunday
<p><u>Week 9:</u> March 8-14</p> <ul style="list-style-type: none"> - MODULE 9 - Controversial Cases - International Corrections 	<p>Michigan Highway Rock Shatters more than Just One Life</p> <p>Your Brain on Poverty</p> <p>The Dutch Prison Crisis</p>	<p>Open office hours Friday (virtual)</p> <p>Literature Review Due—Sunday</p>

<p><u>Week 10:</u> March 15-21 - MODULE 10</p>		<p>Applied Projects 1 and 2 due Sunday</p>
<p><u>Week 11:</u> March 22-28 - Presentations</p>		<p>EMAIL DR. EASTERLING TO SIGN UP TO PRESENT ON THE FOLLOWING DAYS/TIMES OR RECORD and POST TO DISCUSSION BOARD BY <u>APRIL 4</u></p> <p>Monday—1:30</p> <p>Wednesday—1:30</p>
<p><u>Week 12:</u> March 29-April 4 - Presentations</p>		<p>EMAIL DR. EASTERLING TO SIGN UP TO PRESENT ON THE FOLLOWING DAYS/TIMES OR RECORD and POST TO DISCUSSION BOARD BY <u>APRIL 4</u></p> <p>Monday—1:30</p> <p>Wednesday—1:30</p>
<p><u>Week 13:</u> April 5-11 - Presentations</p>		<p>EMAIL DR. EASTERLING TO SIGN UP TO PRESENT ON THE FOLLOWING DAYS/TIMES OR RECORD and POST TO DISCUSSION BOARD BY <u>APRIL 4</u></p> <p>Monday—1:30</p>

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