

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Justice	College/School	CLA
Prepared by	Prof. J. Robert Duke	Phone	474-6501
Email Contact	jrduke@alaska.edu	Faculty Contact	Rob Duke

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	JUST	Course #	F452	No. of Credits	3
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Justify upper/lower division status & number of credits:	<p style="color: blue; font-weight: bold;">This course requires student to read, discuss, and present on theoretically sophisticated topics. Furthermore, student is required to write short essays and a research paper as well as complete online discussions and other assignments in Black Board.</p>
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3. PROPOSED COURSE TITLE: **Comparative Criminology**

4. To be CROSS LISTED? YES/NO

No	If yes, Dept:		Course #	
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(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? YES/NO

No	If yes, Dept.		Course #	
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **Fall**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING
(AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)

Fall 2013

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6 weeks to full semester	7	8

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture, Discussion, Presentations, Writing Assignments

9. CONTACT HOURS PER WEEK:	6	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
 3 Credits Offered Spring
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

JUST F452 O Comparative Criminology
 3 Credits Offered Fall

The Justice program focuses on the American Justice system with an emphasis in Restorative Processes, Alternative Dispute Resolution, and Alaskan Justice. However, Justice Institutions and practice vary across time and place. This course examines the development of philosophy and law; and the historical and modern practice of justice throughout the world. (Prerequisite: COMM F131/F141; and, JUST F110, JUST F251, or permission of instructor.) (3+0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:	<input checked="" type="checkbox"/>	NO:	<input type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input checked="" type="checkbox"/>	W = Writing Intensive, Format 7	<input type="checkbox"/>	Natural Science, ("X" for Core) Format 8	<input type="checkbox"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
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How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

If yes, give semester, year, course #, etc.:

This course was dropped as a regular course in 2012 because it needed a freshening. A test version of the course was offered as a directed study over the 2012 Winter Break/Spring 2013.

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None. Because American Crime Control (JUST 460 O) has been recommended to be dropped. This course will take its place both in the course offerings and as the departmental oral intensive course.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes 11/9/12 Karen Jensen

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

None.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This offers a new comparative course for students who desire courses with a cross-cultural perspective.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The Justice Department has applied to drop JUST F460 American Crime Control, which leaves the department without an oral intensive course. The department has two writing intensive courses. This offering will enhance the ability of students to satisfy the oral intensive core requirement. In addition, this gives students another upper division elective to select.

The course requires students to read and discuss advanced topics, give three presentations, and write one short concept paper and one research paper. Students will be assessed for writing ability early in the course and will receive individual counseling on writing and speaking techniques. Student will be required to complete two short presentations and one long presentation with a Question and Answer period from the audience. Given this the oral intensive standards have been met; and the quality of UAF education will be enhanced.

APPROVALS: Add additional signature lines as needed. SEE ATTACHED SIGNATURES

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: ___Curriculum Review ___GAAC		
___Core Review ___SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
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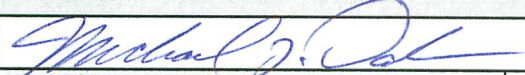
JUSTIFICATION FOR ACTION REQUESTED

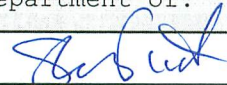
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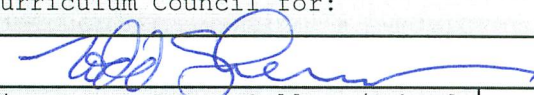
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APPROVALS: Add additional signature lines as needed.

	Date	3/1/13
Signature, Chair, Program/Department of:		JUSTICE

	Date	2-27-2013
Signature, Chair, College/School Curriculum Council for:		CLA

	Date	03/01/13
Signature, Dean, College/School of:		CLA

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
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ATTACH COMPLETE SYLLABUS (as part of this application). The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Comparative Criminology (JUST F452)

Credits: 3 Units (6 hours per week)

Prerequisites: COMM F131/F141; and, JUST 110, JUST 251, or approval of instructor

Location: TBA, Fairbanks CLA Gruening

Class Meetings: TR 3:40 p.m. to 5:10 p.m.

Professor: Dr. J. Robert Duke, DPA, Assistant Professor

Office: 501 D Gruening, Phone: 474-5715, Email: jrduke@alaska.edu

Office Hours: MWF 10:00 a.m.-Noon, or by appointment

Text

World Criminal Justice Systems, 8th Edition

A Comparative Survey

Author : [R Terrill](#)

Release Date: 06 Sep 2012

Imprint: Anderson

ISBN: 9781455725892

Course Description

JUST F452 O Comparative Criminology

3 Credits Offered Fall

The Justice program focuses on the American Justice system with an emphasis in Restorative Processes, Alternative Dispute Resolution, and Alaskan Justice. However, Justice Institutions and practice vary across time and place. This course examines the development of philosophy and law; and the historical and modern practice of justice throughout the world. (Prerequisite: COMM F131/F141; and, JUST F110, JUST F251, or permission of instructor.) (3+0).

Course Goals

1. To understand how different societies develop varied institutions.
2. To develop a basic understanding of the norm forming process that develops cultures.
3. To understand the difference between institutions and how people react to institutions by building organizations, groups, families and other cooperative innovations.
4. To understand how individuals react to rewards and punishments from Institutions and from groups in society.
5. To examine the history and modern practice of justice systems around the world.

Student Learning Outcomes:

1. Students will understand crime as a social and individual phenomenon, and its specificities in various countries
2. Students will be familiar with social reactions to crime in different countries
3. Students will develop interpersonal communication with colleagues from different cultural influences
4. Students will assess the range of programs and projects aimed at combating crime in different countries
5. The student will be able to:
 - a. Distinguish between legalistic and statutory solutions in the selected field of crime study
 - b. prepare presentations on a chosen topics of discussion
 - c. Compare the phenomenology of crime in different countries
 - d. Compare the preventive strategies to combat crime in different countries
 - e. Propose new solutions in the fight against crime for his/her own country
 - f. Identify new tendencies in criminological research in different countries
 - g. Compare the results of contemporary research in different countries

Instructional Methods:

This course is presented in a face-to-face format. In addition, there is a Blackboard internet learning site for this course, and each student is enrolled in that site. Students should access the Blackboard course early and become familiar with its layout. *[Tutorials are available in the FAQ tab found to the left menu on the Home Page of the course. These will demonstrate how to use Screen-cast-o-matic and Prezi (two programs used to develop presentation skills in this course.)* The syllabus, assignments, and non-text readings are all available through this website as well.

This course also emphasizes Black Board discussion of the justice systems presented by the text and other assigned materials. Discussions are meant to emphasize and apply key concepts encountered in your readings and assignments. Consequently, it is **critical** that students attend class regularly and come prepared, having read and thought about the appropriate reading assignments. **Attendance will be recorded, as will discussion participation, and comprise a component of the final grades for the course.** In grading participation, the quality, as well as the quantity, of participation will be considered.

All email communication between the instructor and the students will be addressed to the students' UAF webmail accounts. Personal hotmail, gmail, yahoo, etc. accounts will not suffice. Students must set up their UAF webmail accounts by the second day of class.

Course Calendar: (dates supplied on student version)

*******Tentative Reading and Assignment Schedule*******

Note: The Readings and Assignments are subject to change and/or be adjusted according to need as perceived by the instructor. We will discuss any changes to the schedule in class.

Segment 1:

I. Reading/Review:

- a. Professor Duke's Prezi and short lecture on Institutions
- b. World Criminal Justice Systems: A comparative survey, by: Richard J. Terrill (hereafter: Terrill): Preface and Introduction
- c. Terrill, Chapter 1: England
- d. Professor Duke's Prezi and short lecture on the development of Native Rights in Alaska

II. Work Due this segment

- a. Power Point/Prezi and Screen-Cast-O-Matic 10 minute electronic presentation
- b. Presentation assessment

Segment 1:

Week 1:

- Introduction:
- Overview of course
- Comparative Philosophy and Cultures/Overview of the course
- Workshop on use of technology, library, research and presentation skills

Week 2:

- Short Presentations in class
- One-on-one assessment of presentation skills

Segment 2:

Week 3:

- Presentations and assessments continue until complete.
- England, the Common Wealth, and the reasonable stepping off point from the American System of Justice

Week 4:

- English System of Law
- Post-modern interpretations, including Restorative Justice, the Alaska Native Experience

Work due this Segment:

1. Discussion Board
2. Concept Paper

Read:

- c. Professor Duke's Prezi and short lecture on the Ghandi's revolution in India, how this changed the Indian experience of Criminal Justice, and

modern practice of this system.

Segment 3:

Week 5:

- The Indian system, philosophy, practice and divergence from the Common Wealth Idea of Justice
- Historical Background and The Revolution

Week 6:

- Critique of the Outcomes

Work due this Segment:

1. Discussion Board
2. Argument of Discovery Paper

Read:

- d. Terrill, Chapter 2, France
- e. Terrill: Chapter 5: Russia

Segment 4:

Week 7:

- *The Roman Law Systems: Russian, French Systems of Justice*
 - History of the system

Week 8:

- The U.S. as a hybrid of Roman Law and Common Law
- Mid-Term Exam

Work due this Segment:

1. Discussion Board

Read:

- a. Terrill, Chapter 3, Japan
- b. Terrill: Chapter 4: South Africa

Segment 5:

Week 9:

- The Combination Systems: South Africa/Japan

Week 10:

- 10-minute presentation on the Argument of Discovery paper

Work due this Segment:

- i. Discussion Board

Reading/Review

- a. Terrill: Supplemental Reading: Sweden

- b. Professor Duke's Power Point and short lecture on Shari'a Law
- c. Terrill: Chapter 6: Islamic Law

Segment 6:

Week 11:

- Sweden, Scandinavia, and a Critical Theory of Justice
- Argument of Advocacy paper due.

Week 12:

- Shari'a and the Islamic System of Justice
- Begin Final Presentations

Work due this Segment:

- ii. Discussion Board

Read:

- a. Terrill: Chapter 7: China

Segment 7:

Week 13:

- The Chinese System of Justice
- Final presentations

Work due this Segment:

- iii. Discussion Board

Week 14:

- Presentations

Work due this Segment:

- iv. Final Paper

Final Exam

Course Policies

a. Plagiarism

Plagiarism will not be tolerated and will adversely impact your grade. Plagiarism consists of representing the work of another as your own. You are encouraged to use the work of others, but give appropriate credit to the “true” author through proper citation or use of quotations.

b. Classroom Conduct

Students are required to read and abide by the Student Code of Conduct. Students are required to assist in fostering a suitable learning environment in the classroom. This means students are required to silence pagers and cell phones during class, not text during class, nor participate in any other activity that will distract those around you. Profanities, rude and other dismissive statements, gestures, or actions will not be tolerated and subject the offender to removal from class. Open and vigorous debate of the topics is encouraged, but so is civility.

Evaluation:

There are seven segments in this course (1 segment completed every two weeks). During the course students will have the following writing and presentation assignments due:

1. Using Power Point or Prezi and Screen-Cast-O-Matic, students will complete a ten-minute electronic presentation choosing one justice system outside the United States and discussing 3-5 things that differ from our system. Students will be prepared to answer questions after the presentation. These assignment replicates a standard public policy practice of preparing a technical presentation for a board or panel and then summing up recommendations and answering questions. (**Public Small Class B/C**)
2. Concept paper on the ethical system that is the foundation for the practice of justice in one of the study cultures/nation states of this course. Student will include background information, statistics, definitions, poignant examples that will convince a reader of the importance of the topic. The student will include a clear thesis or problem statement; and the student will lay out a road map for how the remainder of the paper will be completed (two to four pages in length utilizing at least two academic sources—see rubric in Black Board under Rubrics).
3. All students will have a scheduled **Personal Conference (Public Small Class C)** with the instructor in reference to presentation tips. Conference will take place in the last half of course meetings after the first presentation.
4. Mid-Term Exam.
5. The Argument of Discovery section of the research paper unpacks the ideas related to the student’s culture/nation state and examines the data logically to establish how things are in relation to the problem or thesis stated in the concept paper. The student will also re-draft the concept paper as the introduction to this

- first part of a literature review. This paper should be 6-8 pages long and use at least six refereed sources (no internet sources please).
6. Prepare and present to the class a 10 minute presentation of their topic and argument of discovery and answer questions. Written Evaluation by the Instructor. **(Public Small Class B/C)**
 7. The Argument of Advocacy section of the research paper applies logic to the data collected in the Argument of Discovery in order to suggest a solution to the Thesis/Problem statement. This paper should be 8-10 pages in length and builds upon the previous work.
 8. The final research paper. The paper should include a conclusion section that summarizes the arguments and findings. This paper should be 10-12 pages and build upon the previous work.
 9. The final 10 minute presentation covers the entire research paper. This presentation is due in Screen-Cast-O-Matic format (or similar approved by the instructor) with final question and answer period. Written evaluation will be given by the instructor. **(Public Small Class B/C)**
 10. Final Exam
 11. Each Segment of the course includes 1 or 2 discussion board assignments. These assignments are weighted heavily considering both substance/content and correct grammar/punctuation (see rubric in Black Board).

Assignment	Points	Weight
Presentation Assessment	0	0%
Power Point/Prezi Assignment	50	5% Oral (Public Small Class A)
Concept Paper	50	5% Written
Argument of Discovery	50	5% Written
Mid-Term	100	10% Written
Short Presentation	100	10% Oral (Public Small Class A)
Argument of Advocacy	50	5% Written
Final Exam	100	10% Written
Final Presentation	100	10% Oral (Public Small Class A)
Discussion Boards	100	10% Written
Attendance/Participation	200	20%
Final Paper	100	10% Written
Total	1000	100%

Grading Scale

- 97% and 100% (A+) (e.g. 970 to 1000 points)
- 94% and less than 97% (A)
- 90% and less than 94% (A-)
- 87% and less than 90% (B+)
- 84% and less than (87%) (B)

80% and less than 84% (B-)
77% and less than 80% (C+)
74% and less than 77% (C)
70% and less than 74% (C-)
67% and less than 70% (D+)
64% and less than 67% (D)
60% and less than 64% (D-)
0% and less than 60% (F)

A C- grade is the minimum grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

See below for rubrics.

Support Services:

Writing Center

Students are encouraged to seek writing assistance at the writing center:

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246

Speaking Center

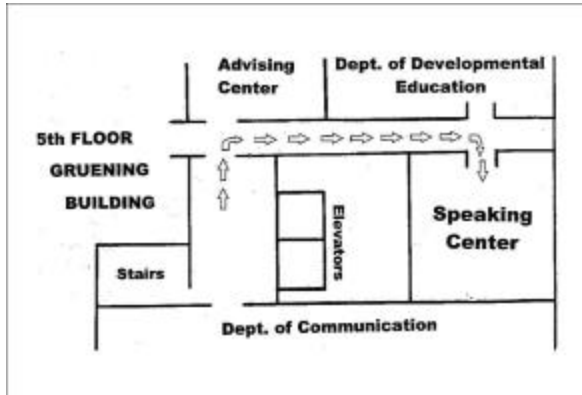
Students are encouraged to see speech assistance at the speaking center:

Hours of Operation

Please call 474-5470 or e-mail fyspeak@gmail.com to schedule an appointment at the Speaking Center. Walk-ins are accepted if space is available. Appointments can be requested during times outside of regular office hours.

Practice time without coaches is available daily prior to Speaking Center hours.

How to Find Us



507 Gruening

Located in the Department of Communication on the fifth floor of the Gruening building.

UAF Office of Disability Services

Whitaker Building, Room 208

Phone: (907) 474-5655

TTY: (907) 474-1827

Fax: (907) 474-5688

Disability Services E-mail: uaf-disabilityservices@alaska.edu

Writing Rubric (points vary by assignment, but percentages according to grade chart above):

Category	A/A-	B+/B	B-/C+	C/C-	D+/D	F
Thesis	Easily identifiable, plausible, novel, sophisticated, insightful, and crystal clear. Connects well with paper title.	Promising, but slightly unclear, or lacks originality. Paper title doesn't connect w/thesis.	Unclear or vague, unoriginal, provides little upon which to build paper, title disconnected w/thesis.	Difficult to identify, bland statement or obvious point.	Introduction with weak or missing thesis.	
Structure	Evident, understandable, appropriate for thesis, excellent transitions from point to point. Paragraphs have solid topic sentences.	Clear and appropriate, may wander occasionally, few weak transitions, most paragraphs have good topic sentences.	Generally unclear, often wanders or jumps. Weak transitions, few topic sentences.	Unclear, transitions confusing, no topic sentences.	Rambling stream of consciousness writing	
Use of Evidence	Primary source info used to buttress every	Evidence used to support point(s). Some evidence	Evidence used to support some points.	Very few or weak examples.	No support examples.	

	point w/at least one example. Demonstrates mastery of topic.	may not fully support point(s). Demonstrates good understanding of topic.	Points lack supporting evidence. Demonstrates general understanding of ideas.	Generally fails to support statements . Demonstrates little understanding of ideas.	
Analysis	Evidence clearly relates to mini-theses. Fresh and exciting analysis.	Examples sometimes not clearly related to mini-theses.	Quotes or examples appear w/out analysis.	Weak attempts to relate evidence to arguments .	No evidence.
Logic and argumentation	Ideas flow logically. Reasoning sound, anticipates counter-arguments.	Arguments clear and usually flow logically. May miss some likely counter-arguments.	Logic often fails and may be unclear. Fails to account for most counter-arguments.	Ideas do not flow at all because there is no argument to support.	No logic or arguments .
Mechanics	Grammar/sentence structure are excellent. Conforms to APA format.	Strong with occasional lapses. Conforms with APA format.	Grammar/structure problems evident. Mostly conforms w/APA format.	Grammar/Structure is very problematic. Does not conform to APA.	Poor grammar/structure. Does not conform to APA.
Total:					

Discussion Board Rubric:

Each Discussion Board Assignment Rubric	Outstanding (10 points total)	Satisfactory (7 Points total)	Not So Hot (5 points or less)
Frequency and Depth	Responds to discussion question by Thursday with 100 – 200 words. At least three responses to classmates' posts of 100 – 200 words	Responds to discussion question by Friday with 100 – 200 words. At least three responses to classmates' posts with 100 – 200 words each.	Responds in any length to discussion post by Sunday deadline. Responses to classmates' posts may be fewer than two and/or may not reach expected

	each.		length.
Quality of Engagement	Postings consistently demonstrate that the student is reading the source and others' posts.	Inconsistent demonstration of thought regarding the source material and classmates' posts, but when it's there, it does demonstrate some reflection and cognition.	Lack of demonstration of thought regarding source material and/or classmates' posts. Posts appear to be rushed, without reflecting serious thought or effort.
Use of Source Materials	Postings consistently incorporate references to the text, source material and own research.	Posts sometimes draw on specific information from source material. Posts may not always use examples or independent research.	Posts rarely or never draw on specific information from source material. Posts generally do not use accurate or relevant examples.
Mechanics	Posts are well organized using proper grammar and formal writing mechanics.	Posts are inconsistently organized. There are some run-on paragraphs or stream of consciousness writing. Posts may have some grammar, spelling, and/or punctuation mistakes. The tone posts reflects formal writing but may have some informal elements.	Posts show little if any organization, and/or frequent spelling, grammar, or punctuation mistakes.

LONG PRESENTATION(S) RUBRIC

	Excellent	Good	Satisfactory	Unacceptable
Organization	18-20 (point value)	15-17	11-14	0-10
<input type="checkbox"/> Strong introduction and				

<ul style="list-style-type: none"> closing (5) <input type="checkbox"/> Shows outstanding evidence of preparation. (10) <input type="checkbox"/> Uses appropriate application of aids, etc. (5) 				
Communication	18-20	15-17	11-14	0-10
<ul style="list-style-type: none"> <input type="checkbox"/> Speaks clearly (5) <input type="checkbox"/> Uses excellent grammar and appropriate word choices. (5) <input type="checkbox"/> Shows strong evidence of practice (note cards) (5) <input type="checkbox"/> Uses proper body language and eye contact (5) 				
Content	28-30	25-27	20-24	0-19
<ul style="list-style-type: none"> <input type="checkbox"/> Covers all required areas of information in presentation (20) <input type="checkbox"/> Clear and concise handout (10) 				
Quality of Display (PowerPoint or Poster)	28-30	25-27	20-24	0-19
<ul style="list-style-type: none"> <input type="checkbox"/> Impeccable Neatness/Proofread (10) <input type="checkbox"/> Creative and Innovative Application of research (10) <input type="checkbox"/> Represents a significant amount of time and effort (10) 				

TOTAL: _____

POWER POINT/PREZI-PRESENTATION(S) RUBRIC

	Excellent	Good	Satisfactory	Unacceptable
Organization	9-10 (point value)	7-8.9	5-6.9	0-4.9

<input type="checkbox"/> Strong introduction and closing (5) <input type="checkbox"/> Shows outstanding evidence of preparation. (10) <input type="checkbox"/> Uses appropriate application of aids, etc. (5)				
Communication	9-10	7-8.9	5-6.9	0-4.9
<input type="checkbox"/> Speaks clearly (5) <input type="checkbox"/> Uses excellent grammar and appropriate word choices. (5) <input type="checkbox"/> Shows strong evidence of practice (note cards) (5) <input type="checkbox"/> Uses proper body language and eye contact (5)				
Content	14-15	12-13.9	10-11.9	0-9.9
<input type="checkbox"/> Covers all required areas of information in presentation (20) <input type="checkbox"/> Clear and concise handout (10)				
Quality of Display (PowerPoint or Poster)	14-15	12-13.9	10-11.9	0-9.9
<input type="checkbox"/> Impeccable Neatness/Proofread (10) <input type="checkbox"/> Creative and Innovative Application of research (10) <input type="checkbox"/> Represents a significant amount of time and effort (10)				

TOTAL: _____