Course Syllabus

Course Title: Research Project (JUSTICE 498)

Course Location: *[BlackBoard]* **Course Session:** *[Semester: Spring]* *Time: [N/A]*

Instructor Name & Contact Information:

J. Robert Duke, Assistant Professor
Office located at 502C Gruening
Office Hours: *[To be determined (TBD)]*
Office Phone: 474-6501
jrduke@alaska.edu

Course Reading Materials:
All reading material will be provided by the instructor.

Catalog Course Description:

Justice F498   Research Project

 3 Credits   Offered Spring

Major concepts of the structure and process of criminal justice revisited with emphasis on current issues. This course represents one of three ways to satisfy the capstone experience requirement. It requires the successful completion of a research paper or project. (Prerequisites: Senior standing; JUST F335; or JUST F345W; or JUST F454W; or JUST F453O) (3 + 0).

Research Project Summary:
The Justice B.A. does not require a thesis, but does require a capstone experience. One option for the capstone experience is to complete a research project. When you take JUST F345W (Police Problem--writing intensive); JUST F335W (Gender and Crime—writing intensive); JUST F454W (Advanced Problems in Procedural Law—writing intensive); or JUST F453O (Comparative Criminology—oral intensive), you are encouraged to choose a topic that can lead into a project.

Restrictions: n/a

Essential Equipment and Facilities

    A. Students must have the ability to access both the UAF website and the Blackboard portal to their class site. It is recommended that either Windows Explorer or Mozilla Fire Fox be used as their internet browser. Both are available as free downloads.

B. Class specific requirements: None

<u>**Course Goals:**</u>

I.   To ensure that students leave the program with appropriate communication skills;
II.   To integrate learning from the major requirements;
III.   Guide the students through a project relevant to their educational goals;
IV.   Provide a basis for evaluating student performance in the program; and
V.   Be a suitable means of assessing the major requirements.

<u>**Student Learning Outcomes:**</u>

By the end of the course, the student should be able to . . .

1. Use a research library and correspond with a research librarian;
2. Use online databases (e.g. JSTOR, ABA/INFORM, BASE, Rasmussen Online Library, etc.);
3. Find a suitable question and topic of interest to the justice, management, or social sciences;
4. Master the Argument of Discovery;
5. Master the Argument of Advocacy;
6. Learn to develop data into evidence through the use of logic;
7. Learn to develop warrants to support conclusions based upon evidence gathered;
8. Master the use of Argument Patterns;
9. Master the identification of fallacious arguments;
10. Identify the parts of a good literature review; and
11. Successfully defend the research findings, recommendations, and conclusions.

<u>**Course Calendar:**</u>

Offered Spring Semester

Segments are completed approximately every two weeks.

<mark>*All work is due on the last day of the segment at the end of the day (Sunday, 11:59 p.m.).</mark>

I.   Segment 1: Finding a Topic:
- Lecture: Topic selection
- Scoop.It Blog entries: 3 entries required in order to facilitate exposure to current topics suitable for research.
- Discussion Board: introductions, group assistance with finding suitable topics and research resources.
- Black Board Collaborate Session to discuss possible topics; overview of the project; and writing the introduction.
- Introduction/concept paper due

II.   Segment 2: Searching the Literature
- Lecture: How to utilize your research library and online resources.

- Discussion Board: Reflective essay on resources and methods used to develop topic and research question; continued group assistance with finding suitable topics and research resources.
- Black Board Collaborate Session to discuss research databases; overview of the online resources available; and writing the thesis or problem statement.
- List of articles/books due.

III.   Segment 3: Developing the Argument
- Lecture: The literature introduction
- Discussion Board: Reflective essay on the different ways to convert your data into evidence; group assistance with identifying appropriate arguments for/against your thesis statement.
- Black Board Collaborate Session to introduce the method of discovery advocated by the professor.
- Annotated Bibliography Due.

IV.   Segment 4: Surveying the Literature
- Lecture: The literature review: Part I: the Argument of Discovery.
- Discussion Board: Reflective essay: How do you organize and use logic to determine the various categories or arguments there are related to your thesis or problem statement? Group assistance with identifying appropriate arguments for/against your thesis statement.
- Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
- Argument of Discovery Paper Due.

V.   Segment 5: Critiquing the Literature
- Lecture: The literature review: Part II: the Argument of Advocacy.
- Discussion Board: Reflective essay: How do you organize and use logic to support the resolution you propose to satisfy your thesis or problem statement? Group assistance with identifying appropriate arguments for/against your proposed resolution.
- Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
- Argument of Advocacy Paper Due.

VI.   Segment 6: Writing the Review
- Lecture: The literature review: Pulling it all together: Documenting your methodology
- Discussion Board: How do you document your methodology? Is your method primarily based upon archival research; or, based upon the development of discourse among various experts? Group assistance with identifying suitable descriptions for each student's work.
- Black Board Collaborate Session to discuss describing your methodology.
- Literature Review Due.
- Methodology Due.

VII.   Segment 7: Outlining, Auditing, Editing the Final Draft
- Lecture: Bringing the argument together—what are findings?
- Discussion Board: What are your most interesting findings? Discuss at least one confounding argument and how you might recommend future research to further resolve any ambiguities that were revealed. Group assistance with identifying future research questions and/or methods.
- Black Board Collaborate Session to discuss how to argue findings; where do you go from here?
- Findings, Recommendations, and Conclusions Paper Due.

VII.   Segment 8: Defending your work

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- Lecture: What's involved in defending your work?
- Discussion Board: Reflection Essay: What did you find most challenging? What would you do differently?
- Black Board Collaborate Sessions (1 each week of the segment) to defend your work. Each student presents Thesis, Method, Findings: 30 minutes.
- Final Paper Due.

Semester Ends: TBD

COURSE POLICIES

I trust that you are familiar with the expected conduct of being a university student, with the honor code for students, and the understanding that plagiarism is not tolerated. While you can certainly collaborate with others, you are to maintain academic integrity of turning in your own original work, cite appropriately those ideas and materials that are not yours, and avoid plagiarism. Failing to do so can result in your failing the course or possible further disciplinary action. (Refer the UAF catalog: http://www.uaf.edu/catalog/catalog_09-10/academics/regs3.html#Student_Conduct.)

Feel free to ask questions. That is how people learn the most. If there is anything that is not easy to understand, you may not be the only one. It is my job to make the explanations understandable and accurate. In each segment, there is a "Questions for the Instructor" tab (it can also be accessed from the Discussion Board tab). You may post a question for me there, and I will answer the question within 24 hours. (I encourage you to answer each other's questions if you know the answer as well.)

Participation

I expect students to participate early and often in the Discussion Board (answer the question and reply to two of your classmates' posts).

Late Work Policy

Late work is not accepted. Please keep track of the due dates. These are typically on Thursdays at 11:59 p.m. unless otherwise posted. I will typically be available by phone and email in the afternoon before an assignment deadline.

Academic Integrity

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not

limited to: plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. (http://www.uaf.edu/catalog/catalog_08- 09/academics/regs3.html#Student_Conduct)

HOW TO SUBMIT ASSIGNMENTS

You will submit assignments within Blackboard via the Discussion board, and Assignment links.

HOW TO CHECK YOUR GRADE

Check your grade by clicking on the 'My Grades' link in the left side menu of the Blackboard course shell. A green icon indicates that the assignment has not been graded. Please read all instructor feedback provided on graded assignments.

EFFORT AND STUDENT INVOLVEMENT

Instruction: Lecture/Readings 20%

Individual Research: 60%

Assignments: Quizzes (no quizzes in this course), Homework, Blog posts 0%

Collaboration: Discussion Board, Blog comments, Group Assignments 20%

EXPLANATION OF W, NB, I GRADES

Withdrawals

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Successful, Timely Completion of this Course Starting and establishing your progress through this course early can help to encourage your successful completion of the course. Toward this end, this course adheres to the following UAF eLearning & Distance Education procedures:

The first contact assignment is due one week after the first day of instruction. Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.

The first content assignment is due one week after the first day of instruction. Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.

Failure to submit the first three content assignments by the deadline for faculty-initiated withdrawals (the ninth Friday after the first day of classes) could result in instructor initiated withdrawal from the course (W).

No Basis Grades

This course adheres to the UAF eLearning procedure regarding the granting of NB Grades The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Incompletes

Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy.

"The letter "I" (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an "I" grade."

INSTRUCTOR RESPONSE TIME

Assignment Return: 4-5 working days

Email/Phone Response: 24 hours M-F

Evaluation:
Method of Instruction:
Lectures, small group discussion, Question/answer, online instructional strategies, which include:

The course utilizes online lectures and research demonstrations. Assessment includes discussions, concept papers, and a research paper completed in modules over the course of the term. Supplemental

readings and videos will make up the bulk of the online portion of the class. Depending on the subject chose by the student, additional resource materials may also be made available.

Student Performance Requirements:
Students are expected to:
1. Be present on-line as appropriate;
2. Actively participate;
3. Complete all reading assignments;
4. Complete all other assignments in a timely manner.

Attendance:
Students are expected to attend the online sessions. Grading based upon attendance and participation with the instructor when called upon to outline research progress.

Course Grading:
This course is designed with eight Segments (typically with one completed every two weeks) with exercises due most segments that culminate in a completed capstone experience research project.

The entire course has a potential total of 500 points.

There is a Discussion Board due in the each segment; and there are short papers due in most segments.

Methods of Evaluation for Determining Grades:

Discussions: 8 Discussions @5 points each (40 points total);
Blog comments: 1 @ 5 points (5 points total);
Concept paper: Rough Draft Topic and Thesis Introduction: 50 points;
Article List: list 10 articles related to topic: 15 points;
Annotated Bibliography: 50 points;
Argument of Discovery paper: 50 points;
Argument of Advocacy paper: 50 points;
Literature Review (combined Argument of Discovery/Advocacy): 50 points;
Methodology: 50 points;
Findings, Recommendations, and Conclusions: 50 points;
Final Paper: 50 points;
Participation: 8 sessions @ 5 points each (40 points total).

Total: 500 points

Grades awarded according to the following percentages:

A—90-100%

B—80-89%

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C—70-79%

D—55-69%

F—less than 55%

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.

Writing Rubric:

33.33% each	Excellent	Good	Satisfactory	Unacceptable
Organization	90-100%	80-89%	60-79%	Less than 59%
❑ Introduction and closing	☐ Clear thesis and argument support in intro/closing	❑ Clear topic conveyed in intro/closing	❑ Intro and closing present	❑ Disorganized intro/closing
Communication				
❑ Grammar/Word Choices	❑ Uses excellent grammar and appropriate word choices.	❑ Mostly uses correct Grammar/Word Choices	❑ Needs improvement	❑ Needs major improvements. ❑ Errors distract from journal.
Content				
❑ Evidence of contemplation. ❑ Length	❑ Clear objective analysis of progress ❑ At least 3 full paragraphs	❑ Good analysis of progress ❑ 1-2 full paragraphs	❑ Less than objective analysis of progress ❑ 1 paragraph	❑ No analysis of progress. ❑ 1 short paragraph

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Writing Criteria for Papers

Correct grammar

Concise and logical writing style

Intro – body – conclusion format

At least three credible references that are not simply internet sites

Use the APA citation style for references

Developing Writing Skills

I encourage you to visit the University Writing Center to gain help with the writing of your final paper. Also, the Writing Center is also there to help you prepare proper APA references. Take full advantage of the Writing Center.

Writing Center Location and Hours:

801 Gruening, 474-5314

Regular Fall/Spring Semester Hours:

10:00 a.m. - 4:00 p.m. Monday - Thursday

7:00 p.m. - 10:00 p.m. Monday - Thursday

10:00 a.m. - 1:00 p.m. Friday

1:00 p.m. - 6:00 p.m. Sunday

For more information visit: http://www.alaska.edu/english/writing-center/

SUPPORT SERVICES

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UAF Student Services helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process (no exam in this course), and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their learning experience.

Email:

trio.sss@alaska.edu

Campus:

UAF Main Campus

Office:

514 GRUE

Phone:

+1 907 474 6844

Website:

http://www.uaf.edu/sss/

UAF Help Desk

Click here http://www.alaska.edu/oit/ to see about current network outages and news.

Reach the Help Desk at:

Email:

helpdesk@alaska.edu

Campus:

UAF Main Campus

Office:

103 Butro

Phone:

Phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

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Website:

http://www.uaf.edu/OIT/

Students with Disabilities –

Please note Disability Services provide a variety of services to ensure equal access for all students. Interpreting services, educational assistance, note taking, and exam accommodations for students are the most frequently provided accommodations. The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)474-5655.

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

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