



Course Syllabus

Course Title: Capstone: Seminar in Critical Issues in Criminal Justice (JUSTICE 490)

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 F490 **Capstone: Seminar in Critical Issues in Criminal Justice**

3 Credits Offered Spring

This seminar is one of three ways to satisfy the major capstone experience. The Seminar will last for one week and the student will be required to attend sessions 8 hours a day. Topics of current interest. Candidates in standing for the BA degree in Justice will make presentations. Attendance is required on the UAF campus. (Prerequisites: Senior standing) (3 + 0).

Capstone Experience Summary:

The Justice B.A. requires a capstone experience. One option for the capstone experience is to complete a face-to-face seminar course where you will demonstrate your mastery of the material required in the Justice Major. A comprehensive exam is also part of the seminar.

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

Course Goals:

- 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.

Student Learning Outcomes:

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

1. Process a basic crime scene and explain the steps of a criminal investigation;
2. Evaluate substance abuse and addictive processes and recommend treatment options;
3. Analyze case files to postulate a range of causation;
4. Discuss the major tenants of Virtue Ethics, Deontology, and Utilitarian Theory as these relate to practical justice problems;
5. Design a basic response to community and rural justice demands for Restorative Justice programs;
6. Discuss basic probation report considerations;
7. Discuss the requirements for inmate classification, care, safety, discipline, and security;
8. Discuss the ways that gender impacts both victimizations and offending in the justice system;
9. Demonstrate expertise in the relationships between the components of the justice system;
10. Demonstrate knowledge in basic policing problems and the administrative responses to these potential discipline problems.

Method of Instruction:

Lectures, small group discussion. This course is a semester long blended course. The beginning portion of the course focuses on building a research project that will be delivered as a presentation on the 4th day of the Face-to-Face (F2F) portion of the course. This capstone option requires the student to be present on campus for 5 days in the week between when Maymester ends and before Summer Semester begins.

Course Calendar:

Offered Spring Semester

Blended Course, online portion begins January 17th, 2017

Units are completed approximately every two weeks.

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

- I. Unit 1: Finding a Topic: Jan. 17-29
 - Lecture: Topic selection
 - Conference call to discuss expectations

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- Concept paper due
- II. Unit 2: Searching the Literature: Jan. 30-Feb. 12
 - Lecture: How to utilize your research library and online resources.
 - List of articles/books due.
- III. Unit 3: Developing the Argument: Feb. 13-26
 - Lecture: The literature introduction
 - Black Board Collaborate Session to introduce the method of discovery advocated by the professor.
 - Annotated Bibliography Due.
- IV. Unit 4: The Argument Method: Feb. 27-Mar.12
 - Lecture: Part I: the Argument of Discovery.
 - Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
 - Argument of Discovery Slides (2-3 slides) Due.

*****Spring Break*****Mar. 13-19

- V. Unit 5: Making the Advocacy Argument: Mar. 20-Apr.2
 - Lecture: Part II: the Argument of Advocacy.
 - Black Board Collaborate Session to discuss the method of discovery advocated by the professor.
 - Argument of Advocacy Slides (2-3 slides) Due.
- VI. Unit 6: Designing and Explaining the Methodology: Apr. 3-16
 - Lecture: Pulling it all together: Documenting your methodology
 - Black Board Collaborate Session to discuss describing your methodology.
 - Literature Review Slides (2-3 slides) Due.
 - Methodology Slides (2-3 slides) Due.
- VII. Unit 7: Testing the Arguments: Apr. 17-May 1
 - Lecture: Bringing the argument together—what are findings?
 - Black Board Collaborate Session to discuss how to argue findings; where do you go from here?
 - Findings, Recommendations, and Conclusions Slides (2-3 slides) Due.
- VII. Unit 8: Defending your work: May 1 to May 8
 - Lecture: What's involved in defending your work?
 - Black Board Collaborate Sessions (1 each week of the segment) to defend your work. Each student presents Thesis, Method, Findings: 30 minutes.
 - Final Power Point/Prezi Slideshow (10-15 slides) Due.

Face-to-Face portion of the course:

Practical Scenarios and Guest Evaluators:

Day 1 (May 22):

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Students will be assigned a crime to investigate. This includes crime scenes and investigative steps, interviews. Each group will have different suspect interview. Upon completion of the crime scene and other investigative follow up, the students will be required to analyze the more theoretical aspects of the case including case law and due process. A police officer and a prosecutor will be invited as guest evaluators (along with Justice faculty).

Using a practical case to explore skills and theory related to the following core classes:

1. JUST 125: Groups develop a crime description and suspect's background case file: from these case files, the groups speculate on substance abuse type, causation, and possible treatments. A substance abuse counselor will be invited as a guest evaluator.

2. JUST 222; JUST 251: Also from these case files, the groups speculate on theoretical causes of crime and methodologies to conduct further research.

3. JUST 300x: What are the likely remedies by the Justice system? What are the ethical implications of these remedies? Probation officer(s) will be invited as guest evaluators.

Day 2 (May 23):

Continuing the use of a practical case to explore skills and theory related to the following core classes:

4. JUST 340: What are alternatives to the typical vertical justice remedies? How would you accomplish a circle sentencing? Role play and/or Guest Speakers. A member of the Defense Bar, or an attorney from the public defender's office will be invited as a guest evaluator.

5. JUST 310: Corrections aspect of the case study. A correctional officer will be invited as a guest evaluator.

6. JUST 358: Case study utilizing juvenile crime. Case study handling youth court or other alternative justice method of handling offender. A juvenile probation officer will be invited as a guest evaluator.

Day 3 (May 24):

Continuing the use of a practical case to explore skills and theory related to the following core classes:

7. JUST 335: Gender aspects of justice system. Domestic violence and/or rape crisis professionals will be invited as guest evaluators.

8. Just 110: What are the Administrative of Justice systems that will be used and how do they interact?

9. JUST 352/JUST 354: What are the criminal law and procedural law issues that must be considered?

10. JUST 345: Police and power aspects of the justice system. How do we handle this aspect of the case? What management systems can we improve to better control the negative aspects of power?

Police managers and prosecutors will be invited as guest evaluators.

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Day 4 (May 25): Presentations:

Students will present their research project from the online portion of the semester.

Day 5 (May 26):

Senior comprehensive exam.

Multiple choice as administered each year.

Five essay questions on core courses:

1. Administration of Justice system:
2. Substance Abuse:
3. Theory and Research:
4. Corrections:
5. Ethics:

Semester Ends: TBD

COURSE POLICIES

The Justice Faculty trusts 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.

Participation

The Justice Faculty expects students to participate in each practical problem, presentation of group solutions, and interacting with faculty and guest evaluators.

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Late Work Policy

Late work is not accepted. Please keep track of the due dates.

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

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.

EXPLANATION OF W, NB, I GRADES

Withdrawals

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. Students who fail to attend the first day of the class without making arrangements with the lead faculty member may be dropped from the class.

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.

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Incompletes

Your Justice Faculty 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: 1 working days

Email/Phone Response: 24 hours M-F

Evaluation:

Student Performance Requirements:

Students are expected to:

1. Be present in class every day F2F; and, be present in BlackBoard Callaborate Sessions (may also participate in an asynchronous manner);
2. Actively participate;
4. Deliver a project as a F2F presentation (see rubric below);
5. Complete the comprehensive exam (see rubric below); and
6. Complete all other assignments in a timely manner.

Attendance:

Students are expected to attend the face-to-face course. Grading based upon attendance and participation with the instructor(s) when called upon. Failure to attend each day may result in the student being dropped from the class.

Course Grading:

Letter Grade.

Graded Components:

Attendance and Participation:	10%	500 points
PowerPoint Slides:	20%	100 points
Presentation:	30%	150 points
<u>Exam:</u>	<u>40%</u>	<u>200 points</u>
Total:		500 points

Grades awarded according to the following percentages:

A—90-100%

B—80-89%

C—70-79%

D—55-69%

F—less than 55%

A C- grade (70-72.9%) 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.

SUPPORT SERVICES

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

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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

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
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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

Rubrics:

PRESENTATION RUBRIC

25% each	Excellent	Good	Satisfactory	Unacceptable
Organization	90-100%	80-89%	60-79%	Less than 59%
<input type="checkbox"/> Introduction and closing	<input type="checkbox"/> Clear thesis and argument support in	<input type="checkbox"/> Clear topic conveyed in	<input type="checkbox"/> Intro and closing	<input type="checkbox"/> Disorganized intro/closing

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<input type="checkbox"/> Evidence of preparation. <input type="checkbox"/> Appropriate application of aids, etc.	<p>intro/closing</p> <input type="checkbox"/> Delivery flawless <input type="checkbox"/> Uses support material to advance arguments	<p>intro/closing</p> <input type="checkbox"/> Good presence but some flaws.	<input type="checkbox"/> present Grace under fire	<input type="checkbox"/> Time to call Heart Attack hotline
Communication				
<input type="checkbox"/> Speaking <input type="checkbox"/> Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Speaks clearly <input type="checkbox"/> Uses excellent grammar and appropriate word choices. <input type="checkbox"/> Shows strong evidence of practice (note cards) <input type="checkbox"/> Uses proper body language and eye contact	<input type="checkbox"/> Mostly speaks clearly <input type="checkbox"/> Mostly uses correct Grammar/Word Choices <input type="checkbox"/> Evidence of Practice <input type="checkbox"/> Body language and eye contact	<input type="checkbox"/> Audience sometimes strains to hear <input type="checkbox"/> Needs improvement <input type="checkbox"/> Needed more practice <input type="checkbox"/> Needs improvement	<input type="checkbox"/> Audience cannot understand speaker <input type="checkbox"/> No evidence of Practice
Content				
<input type="checkbox"/> Information in presentation <input type="checkbox"/> Handout(s)	<input type="checkbox"/> All info covered <input type="checkbox"/> Clear and concise handout	<input type="checkbox"/> Covers info <input type="checkbox"/> Good handout	<input type="checkbox"/> Some info covered presentation <input type="checkbox"/> No handout but clear slides	<input type="checkbox"/> Inadequate info <input type="checkbox"/> No handouts and slides inadequate
(PowerPoint or Poster)				
<input type="checkbox"/> Neatness/Proofread <input type="checkbox"/> Creativity <input type="checkbox"/> Evidence of time and effort	<input type="checkbox"/> Impeccable Neatness/Proofread <input type="checkbox"/> Creative and Innovative	<input type="checkbox"/> Neat/mostly error free <input type="checkbox"/> Some insight evident <input type="checkbox"/> Clear	<input type="checkbox"/> Some errors <input type="checkbox"/> Acceptable level of thought <input type="checkbox"/> Needs	<input type="checkbox"/> More errors than not <input type="checkbox"/> Little evidence

	Application of research <input type="checkbox"/> Represents a significant amount of time and effort	indication of effort	some work	<input type="checkbox"/> of thought Haphazard in appearance
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TOTAL: _____

Writing Rubric:

	Excellent	Good	Satisfactory	Unacceptable
25% each	90-100%	80-89%	60-79%	59% or less
Content accuracy	All content accurate	Most content accurate	Content is generally accurate.	Content is confusing or contains errors.

Written, Organization, Communication	Very clear communication.	Effective communication.	Lacks some clarity.	Does not clearly communicate.
Applied Theory	Consistent application of theory to practice.	Often applies theory to practice.	Sometimes applies theory to practice.	Rarely or never applies theory to practice.
Formatting, Integrity	Acknowledges work of others (Last Name/Year). Accurate formatting.	Acknowledges work of others (Last name). Some minor errors in formatting.	Refers to work of others (theory names), but author last names omitted. Frequent errors in formatting.	Does not give adequate acknowledgement to the work of others (missing theory names/author names). Format is not recognizable as APA, MLA, or Chicago.

TOTAL: _____