



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Public Service and Community Soluti Department: School of Criminology and Criminal Justice
Prefix: CRJ Number: 300 Title: Oral and Written Communication for Criminology and Criminal Justice Units: 3

Is this a cross-listed course? No
Is this a shared course? No

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No
Chair/Director Initials (Required)

Course description: Develops critical oral and written communication skills with emphasis on locating, analyzing, properly citing, and persuasively using primary and secondary sources in criminology and criminal justice.

Requested designation: Literacy and Critical Inquiry-L
Note- a separate proposal is required for each designation requested

Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow: For Fall 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

- Checklists for general studies designations: Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

- A complete proposal should include:
Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description - New Course Submitted & under review in Changemaker
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information: Name: Rachel La Vine E-mail: Rachel.Lavine@asu.edu Phone: 602-496-2358

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Dr. Cassia Spohn Date: 9-21-15
Chair/Director (Signature): Cassia Spohn

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-4**".

C-4

Course Prefix	Number	Title	General Studies Designation
CRJ	300	Oral and Written Communication for Criminology and Criminal Justice	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	As indicated by the "summary of graded assessments," over 50% of the course material is dependent upon writing assignments. You will see grades dependent upon an annotated bibliography, incident report, article critique, short paper, as well as a literature review and oral presentation.	Please see page 4 of the attached course syllabus. As Table 1 on the syllabus indicated, 15% of the final course grade comes from online grammar quizzes; 5% from attendance and participation; and 10% from in-class quizzes and assignments. The remaining 70% for the course grade comes from six different research and writing assignments: (1) annotated bibliography; (2) data tables; (3) incident reports; (4) article critiques; (5) short paper; and (6) long papers/literature reviews.
C-2	The writing assignments involve gathering, interpreting, and evaluating evidence--both reliable justice statistics and empirical studies--in ways that go beyond opinion/reflection. See Table 1 on page 4 of the attached syllabus, as well as the Course Schedule on page 10 of the syllabus.	In addition to being taught how to gather and report official statistics from reliable governmental sources (e.g., the Bureau of Justice Statistics, the Statistical Abstract of the United States, the FBI's Uniform Crime Reports, etc.), students will be taught how to find and evaluate primary-source, peer-reviewed articles appearing in CCJ journals and those in related fields. They then must synthesize these sources into full-length literature review.
C-3	Table 1 on page 4 of the attached syllabus, as well as the Course Schedule on page 10 of the syllabus, both illustrate that the course exceeds the minimum number of two in-depth writing and speaking assignments.	In addition to shorter writing assignments (like the incident report), students must conduct research that allows them to identify both official statistics and empirical studies and then evaluate those sources in writing via the annotated bibliography, article critique, and short paper assignments. Then, students must synthesize all of their sources into a draft literature review, a full/polished literature review, and, finally, in an oral presentation.
C-4	The Course Schedule on page 10 of the syllabus illustrates the sequencing of assignments in ways that satisfy Criterion 4.	The assignments are arranged such that students will get timely feedback on each component of the recursive writing assignments. The annotated bibliography leads to an outline. The outline leads to short paper draft. The short paper leads to the literature review draft. The literature review draft leads to both the finalized literature review and the final oral presentation.

ASU School of Criminology
and Criminal Justice

ARIZONA STATE UNIVERSITY

CRJ 300: ORAL AND WRITTEN COMMUNICATION FOR CRIMINOLOGY AND CRIMINAL JUSTICE

Master Course Syllabus

FACULTY INFORMATION:

{Professor Name}
School of Criminology and Criminal Justice
411 North Central Avenue, Office # ____
Phoenix, AZ 85004-0685
Phone: _____
Email: _____

COURSE MEETING TIMES AND LOCATION:

{Specify}

OFFICE HOURS:

{Specify}

COURSE DESCRIPTION:

Develops critical oral and written communication skills with emphasis on locating, analyzing, properly citing, and persuasively using primary and secondary sources in criminology and criminal justice.

COURSE PREREQUISITE(S):

Completion of one of the following:

- ENG 101 and 102: First-Year Composition
- ENG 107 and 108: First-Year Composition for Non-Native English Speakers
- ENG 105: Advanced First-Year Composition

LEARNING GOALS:

Upon successful completion of the course, students should be able to:

1. Locate peer-reviewed journal articles using electronic resources such as Google Scholar, Criminal Justice Abstracts, PsycInfo, Sociological Abstracts, SocIndex, EBSCOhost Academic Search Premier, National Criminal Justice Reference Service, etc.
2. Locate newspaper articles using ProQuest, NewsBank, and Lexis-Nexis.

3. Use the Internet to find reliable statistical information relevant to criminology and criminal justice (e.g., FBI crime statistics, Bureau of Justice Statistics, USCourts.gov, courtstatistics.org, ProQuest Statistical Insight, etc.).
4. Research and write a literature review in APA format that is commensurate with upper-division coursework in criminology and criminal justice.
5. Apply basic rhetorical theory to constructing and delivering persuasive arguments relevant to criminology and criminal justice both orally and in writing.

REQUIRED BOOKS:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- One or more of the following:
 - Hacker, D., & Sommer, N. (2015). *A writer's reference* (8th ed.). New York, NY: Bedford St. Martin's.
 - Johnson, W. A., Rettig, R. P., Scott, G. M., & Garrison, S. M. (2015). *The criminal justice student writer's manual* (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
 - Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches* (4th ed.). Glendale, CA: Pyczak Publishing.

OPTIONAL BOOKS:

- One of the following:
 - Hickey, T., & Devancy, T. (2013). *Taking sides: Clashing views on crime and criminology* (10th expanded ed.). New York, NY: McGraw-Hill.
 - Katsh, M. E. (2013). *Taking sides: Clashing views on legal issues* (15th expanded ed.). New York, NY: McGraw-Hill.

OTHER REQUIRED RESOURCES:

1. E-Mail Account – Email is the method by which I, your professor, will communicate with you, the students, in this course. If you do not configure a valid email address into the correct ASU system, you will not receive the emails that I send to the class. This will mean that you will not be advised of assignments, deadlines, or other important course information. So, be sure to enter an email address as soon as possible. I highly recommend checking your email each and every day, but you need to do so at least twice each week.
2. BlackBoard – This course will use BlackBoard, a proprietary online course management software system licensed to ASU. Students are expected to read all of the materials specified in this syllabus as well as the materials posted on BlackBoard.

- a. Web Address – To access BlackBoard on the World Wide Web, go to the following URL:
<https://myasucourses.asu.edu/>.
 - b. Logging-In – To access the material on BlackBoard, you must enter your ASURITE user ID number and password.
3. Adobe Acrobat Reader – Nearly all of the supplemental materials that are posted in BlackBoard for this course are in Adobe Acrobat Portable Document Format (.pdf). To open and read Adobe PDF documents, you will need to download and install the newest version of Adobe Acrobat Reader. The program can be obtained, free of charge, at <http://get.adobe.com/reader/>
 4. A Computer with Microsoft Word Installed – You will be required to upload writing assignments to BlackBoard in Microsoft Word format. If you do not have this software available to you on your own computer, you can access the software on the computers located on-campus in computer labs. Indeed, if you do not have your own computer, the ones in campus computer labs will allow you to access BlackBoard, email, Microsoft Word, and any other resources you will need to complete this course successfully.

STATEMENT OF WORKLOAD EXPECTATIONS:

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), *as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C)*. This translates to 9 hours per week (3 hours per week in class and 6 hours per week outside of class) for classes that meet over a 15 week-semester. For 7.5-week classes, the workload doubles to 6 hours per week with online activities and 12 hours per week doing homework, assignments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

LEARNING ACTIVITIES:

1. Reading Assignments – Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, exams, or other assessments.
2. Quizzes – Hacker and Sommer (2015) developed a series of quizzes for each chapter in their book. Students are required to complete a number of these quizzes on BlackBoard. In addition, there will be several in-class quizzes. The quizzes will be comprised of a variety of objective question types (e.g., true/false, multiple choice, fill-ins), and may contain some short-answer or full-length essay questions. If the instructor feels it is necessary to apply a curve, statistical procedures will be applied to determine grade divisions for the quizzes. Accordingly, no preset numerical grade corresponds to a specific letter grade. Thus, a raw score of 81 points may constitute a “C+” on one exam, while it may constitute an “A-” on another exam. Alternatively, if a curve is not applied, grades on the exams will correspond to the cut-offs listed in Table 2 (below).

3. **Writing Assignments** – This is a writing-intensive course. As such, there are a number of writing assignments that all students must complete. Some are discrete assignments (e.g., the incident report); others are recursive, meaning that shorter assignments build on each other until a larger, more polished final paper is constructed using feedback on the smaller parts assigned throughout the semester. Table 1 (below) lists all of the graded assessments for the course. Each writing assignment will be assessed on the point-scale indicated in Table 1 using the grading rubrics posted online in BlackBoard.

"C-2"

Commented [HFF1]:

Consistent with Criterion 2 for General Studies [L] designation, the writing assignments involve gathering, interpreting, and evaluating evidence in ways that go beyond opinion/reflection. See also the Course Schedule on page 10 of this syllabus.

SUMMARY OF GRADED ASSESSMENTS:

<i>Assignment</i>	<i>Points</i>	<i>Percent</i>
Class Attendance & Participation	25	05%
Annotated Bibliography	75	15%
Data Table	25	05%
Incident Report	50	10%
Article Critique	50	10%
Short Paper	50	10%
Miscellaneous Assignments and In-Class Quizzes	50	10%
Literature Review and Oral Presentation	100	20%
BlackBoard Quizzes	75	15%
Total	500	100%

"C-1" "C-3"

Commented [HFF2]:

Consistent with Criterion 1 for General Studies [L] designation, more than half of the grade in the course (70% in this case) is based on writing assignments.

FINAL COURSE GRADING SCALE:

<i>Average Between</i>	<i>Equals</i>
97.00% and 100.00%	A+
94.00% and 96.99%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

Consistent with Criterion 3 for General Studies [L] designation, there are more than two in-depth writing and speaking assignments (e.g., the annotated bibliography; the article critique; the short paper; the full literature review; and the oral presentation).

ACADEMIC INTEGRITY:

1. Academic Dishonesty – In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<http://provost.asu.edu/academicintegrity>

2. Electronic Review – To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
3. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
4. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
 - a. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
 - b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
 - c. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
 - d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission

from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.

- e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

SPECIAL LEARNING NEEDS:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

1. Establishing Eligibility for Disability Accommodations – Students who feel they will need disability accommodations in this class but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website: <https://eoss.asu.edu/drc>. DRC offices are open 8:00 A.M. to 5:00 P.M. Mondays through Fridays.
2. Disability Accommodations – Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities must meet with me to discuss what reasonable accommodations they will need to be successful in this course. For students with disabilities that are known at the time this course begins, I encourage you to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with me at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

ATTENDANCE:

1. Planned Excused Absences – When any of the following three reasons directly conflict with class meeting times, students are responsible for informing the professor of the reason for the absence at least one week in advance of the absence:

- a. religious reasons;
- b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
- c. university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

2. Attendance – {Specify}

MAKE-UP WORK:

{Explain your policy concerning make-up work here.} *Note:* Students who participate in university-sanctioned activities that require classes to be missed should be given opportunities to make up examinations and other graded in-class work.

WARNING:

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

STUDENT CONDUCT:

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of etiquette:

- Please be “on time” to class. Tardiness is disruptive to the lecture or other class activities.
- Chatting during lecture, class discussion, or other class activities is inappropriate.
- Please raise your hand to speak in class unless I specifically instruct the class that students may speak-out as part of a debate or other classroom activity. Keep in mind that it is not appropriate for anyone to dominate classroom discussion routinely. Nor is it appropriate to interrupt either the professor or a fellow classmate with some point you want to make, no matter how eagerly you want to make the point.
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of ‘W’ or ‘E’ when the student’s behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University’s Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus:
<http://www.azregents.edu/policymanual/default.aspx>
- Please do not start putting books away, closing up notebooks, and zipping up book-bags five minutes before the official end of class. This can be disruptive and distracting to both the instructor and your classmates.
- Neither children nor pets (other than service animals) are welcome in class.

ELECTRONICS:

{Specify your policies concerning the use of cell phones, tablets, and laptops in your classroom.}

LATE SUBMISSIONS:

{Specify your policy for late submissions of grades assessments.}

OTHER IMPORTANT POLICIES:

1. Drop/Withdrawal Policies – For information on dropping/withdrawing from a class, see this page on ASU’s website: <https://students.asu.edu/drop-add>.
2. Extra Credit – {Specify your extra credit policy.}
3. Copyright – {Specify if you allow recording.}

4. What To Call Me – Please refer to me as “Dr. { _____ }” or “Professor { _____ }.”
5. Email – {Explain your expected turn-around time for responding to email and any rules you may have for how students should communicate with you via email, if any. }

SEXUAL VIOLENCE AND HARRASSMENT:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

TECHNICAL SUPPORT:

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500 Email: helpdesk@asu.edu Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

SYLLABUS CHANGES:

I view this course syllabus as an educational contract between me and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

COURSE SCHEDULE:

Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor any given class session.

"C-4"

Date	Topic	Reading Due	Quizzes Due	Writing Assignment Due
Week 1	Introductions; Course Overview; Syllabus Review	Read Syllabus	Syllabus Quiz	
Week 2	Writing for the Social Sciences and Avoiding Plagiarism	<i>BlackBoard:</i> Plagiarism Handout <i>Rules:</i> Ch. 64a & 64b	62-2	
Week 3	Annotated Bibliographies, Reliable CCJ Statistics, and Data Tables	<i>Rules:</i> Ch. 55, 62		
Week 4	Analyzing the Literature & Organizing the Literature Review Critical Thinking	<i>Rules:</i> Ch. 10 & 11 <i>Rules:</i> Ch. 25 & 61	10-2, 11-2, 25-2	
Week 5	Evaluating Research: Finding and Evaluating Reliable CCJ Statistics and Empirical Studies	<i>Rules:</i> Ch. 20 <i>Rules:</i> Ch. 32 & 33	20-4 32-8, & 33-3	
Week 6	APA	<i>Rules:</i> Ch. 34, 35, & 36	34-3, 35-2, 36-4	APA Worksheet
Week 7	Incident Scenarios Critique Versus Summary Writing Article Critiques In-Class Article Analysis	<i>Rules:</i> Ch. 37 <i>Rules:</i> 39b-d		Incident Report
Week 8	Concision Review of First 5 Annotated Bibliography Entries Planning the Literature Review Paragraphing and Transitions	<i>Rules:</i> Ch. 4 & 16	In-Class Quiz	First 5 Annotated Bib. Entries and Data Table Entries
Week 9	Preparing an Outline In Class Discussion/Workshop Grammar/Punctuation Quiz	<i>Rules:</i> Ch. 1 & 6 Fan, Ch. 4 – 7		Annotated Bibliography
Week 10	Paraphrasing, Quoting, and Integrating Research. In Class Workshop on Outlines	<i>Rules:</i> Ch. 63 Fan, Ch. 8 – 11	In Class Quiz	Finalized Data Table and Outline
Week 11	Editing/Revising Strategies Introductions & Conclusions	Fan, Ch. 12 – 14		Short Paper Draft
Week 12	Fall Break; Thanksgiving Break; Spring Break; etc.			
Week 13	Peer-Review of Literature Review			Literature Review Draft
Week 14	Final Review of Grammar/Mechanics		In-Class Grammar Exam	
Week 15	Oral Presentations			Final Literature Review
Week 16	Oral Presentations Continue			

Commented [HFF3]:

Consistent with Criterion 4 for General Studies [L] designation, the assignments are arranged such that students will get timely feedback on each component of the recursive writing assignments. The annotated bibliography leads to an outline. The outline leads to short paper draft. The short paper leads to the literature review draft. The literature review draft leads to both the finalized literature review and the final oral presentation.



Sixth Edition

Publication
Manual
of the American Psychological Association

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1. Locate peer-reviewed journal articles using electronic resources such as Google Scholar, Criminal Justice Abstracts, PsycInfo, Sociological Abstracts, SocIndex, EBSCOhost Academic Search Premier, National Criminal Justice Reference Service, etc.
2. Locate newspaper articles using ProQuest, NewsBank, and Lexis-Nexis.
3. Use the Internet to find reliable statistical information relevant to criminology and criminal justice (e.g., FBI crime statistics, Bureau of Justice Statistics, USCourts.gov, courtstatistics.org, ProQuest Statistical Insight, etc.).
4. Research and write a literature review in APA format that is commensurate with upper-division coursework in criminology and criminal justice.
5. Apply basic rhetorical theory to constructing and delivering persuasive arguments relevant to criminology and criminal justice both orally and in writing.

REQUIRED BOOKS:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- One or more of the following:
 - Hacker, D., & Sommer, N. (2015). *A writer's reference* (8th ed.). New York, NY: Bedford St. Martin's.
 - Johnson, W. A., Rettig, R. P., Scott, G. M., & Garrison, S. M. (2015). *The criminal justice student writer's manual* (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
 - Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches* (4th ed.). Glendale, CA: Pycszak Publishing.

OPTIONAL BOOKS:

- One of the following:
 - Hickey, T., & Devaney, T. (2013). *Taking sides: Clashing views on crime and criminology* (10th expanded ed.). New York, NY: McGraw-Hill.
 - Katsh, M. E. (2013). *Taking sides: Clashing views on legal issues* (15th expanded ed.). New York, NY: McGraw-Hill.

OTHER REQUIRED RESOURCES:

1. E-Mail Account – Email is the method by which I, your professor, will communicate with you, the students, in this course. If you do not configure a valid email address into the correct ASU system, you will not receive the emails that I send to the class. This will mean that you will not be advised of assignments, deadlines, or other important course information. So, be sure to enter an email address as soon as possible. I highly recommend checking your email each and every day, but you need to do so at least twice each week.