

**Mission Statement**:   
Emmanuel College is a Christ-centered liberal arts institution that strives to prepare students to become Christ like disciples who integrate faith, learning and living for effective careers, scholarship and service.

# CJ200 – Introduction to Criminal Justice ONLINE

**Isa 61:8** For I, the Lord, love justice; I hate robbery and injustice

**Lk 23:41** We are punished justly, for we are getting what our deeds deserve

**School Of Arts and Sciences**

**Department of Social Sciences**

**Online Spring 2020 – Session A (3 Credit Hours)**

Instructor:

Instructor’s Location:

Phone:

Email:

##### **Instructor’s Communications Policy**

*[instructors, please state and detail your preferred method of communication with students including your availability times, contact information, and what students can expect for email reply times]*

**Required Text**

Peak, K. J. and Madensen, T. D. (2018). *Introduction to criminal justice: Practice and process* (3rd ed.). Sage Publishing. **ISBN** for Electronic Version - 9781506391816

# **SECTION 1: COURSE OVERVIEW**

##### **Course Description**

Introduction to the criminal justice system in the United States. The student will examine crime in the United States, the nature of law, the process of justice, aspects of criminal law and procedure, the courts and adjudication, law enforcement, and correctional procedures. Prerequisite: SO172,

**Course Learning Outcomes**

CJ200 will provide students with the knowledge, skills, and abilities (KSAs) to:

1. Distinguish between the FBI's UCR/NIBRS Program and the BJS’ National Crime Victimization Survey and what they can tell us about crime trends in the United States from 1930 to present.

* **SLO** 1.1: Summarize the three primary methods for measuring crime and advantages and disadvantages of each
* **SLO** 1.2: Using official crime data, describe the crime trends over the last 30 years for both violent crime and property crime

1. Articulate the current crime category structure of the Uniform Crime Report (UCR), Part 1.

* **SLO** 2.1: Distinguish between Part 1 and Part 2 UCR offenses

1. Demonstrate an understanding of the differences between essential legal concepts such as *mala en se, mala prohibita, actus reus, mens rea, writ of habeas corpus, writ of certiorari,* and *pro se*.

* **SLO** 3.1: Identify the differences between criminal and civil law.
* **SLO** 3.2: Explain the difference between substantive and procedural law.
* **SLO** 3.3: Delineate between the two critical elements of the criminal law--criminal intent (*mens rea*) and the physical commission of the criminal act (*actus reus*).
* **SLO** 3.4: Distinguish between *mala en se* and *mala prohibita* offenses.
* **SLO** 3.5: Explain the various defenses that criminal defendants may use in criminal cases to reduce or eliminate their culpability.

1. Explain the structure and function of the police within the American criminal justice system.

* **SLO** 4.1: Explain the duties and functions of selected federal law enforcement agencies and the departments into which they are organized.
* **SLO** 4.2: Delineate the various types of specialized functions that are found in state law enforcement agencies.
* **SLO** 4.3: Distinguish between the functions of municipal police and county sheriff’s agencies.
* **SLO** 4.4: Describe the basic qualifications and attributes for one to obtain a career in a law enforcement agency

1. Explain the structure and function of the courts within the American criminal justice system.

* **SLO** 5.1: Explain the methods and purposes of the adversarial court system.
* **SLO** 5.2: Explain court jurisdiction and how it is determined.
* **SLO** 5.3: Identify the purpose and process of trial courts versus appeals courts.
* **SLO** 5.4: List the functions of the various tiers of the federal court system
* **SLO** 5.5: Relate the activities that occur during the pretrial process.
* **SLO** 5.6: Delineate the trial process, from opening statements through conviction and appeal.

1. Explain the structure and function of the corrections within the American criminal justice system.

* **SLO** 6.1: Delineate the four goals of punishment.
* **SLO** 6.2: Distinguish between prisons and jails and their purposes.
* **SLO** 6.3: Explain the basic structure and function of state prisons.
* **SLO** 6.4: Describe what is meant by community corrections.
* **SLO** 6.5: Explain why the criminal justice system uses alternatives to incarceration.
* **SLO** 6.6: List and explain the purposes and functions of probation and parole as intermediate sanctions and alternatives to incarceration.
* **SLO** 6.7: Explain the rationale that underlies the use of restorative justice.

1. Identify and articulate the process of the American criminal justice system, including the stages of criminal case processing from crime to parole.

* **SLO** 7.1: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between the consensus and conflict theories of justice.
* **SLO** 7.2: Define the crime control and due process models of criminal justice.
* **SLO** 7.3: Describe the fundamentals of the criminal justice process--the offender’s flow through the police, courts, and corrections components, and the functions of each component.
* **SLO** 7.4: Explain the wedding cake model of criminal justice.

Thus, upon completion of this course, students should be able to:

1. **Display** an understanding of the various component parts of the criminal justice system.
2. **Recognize** the complex relationships that exists between the police, the courts, and corrections, as well as the outcomes of such relationships.
3. **Understand** the goals and methods of the police, courts, and corrections.
4. **Recognize** some of the different methods, approaches, and ideas in the pursuit of justice.
5. **Articulate** a basic working knowledge of terminology related to criminal justice.

# **SECTION 2: POLICIES & PROCEDURES**

This section covers policies related to academic integrity, accommodations, late work, and College policies and procedures.

**Academic Integrity**

The highest standards of academic honesty and integrity are upheld at EC, not only in the academic community, but also in all areas of student life. Every student must agree either electronically or by physical signature to abide by the principles set forth in the Code of Honor, which is part of the Statement of Academic Integrity. This policy contains examples of academic misconduct and disciplinary actions and is available at [http://www.ec.edu/sites/default/files/  
THE%20REAL%20.pdf](http://www.ec.edu/sites/default/files/THE%20REAL%20.pdf) (pages 18-24).

*Biblical Foundation* – Emmanuel College affirms the Biblical commandment of “thou shalt not steal” (Ex. 20:15). In the context of academic integrity, this must be understood in the larger framework of “love thy neighbor as thyself” (Matt. 22:39) as well as “render therefore unto Caesar what are Caesar’s; and unto God what are God’s” (Matt. 22:21). Paul writes from this framework of love and respect when he says, “Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed” (Rom. 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the biblical standard of honest, hard work as a key to respecting each other’s personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

*Philosophical Foundation* - Emmanuel College also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. On Moral Obligations. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

*Legal Foundation* - Finally, Emmanuel College affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Rom. 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

*Penalty for Academic Dishonesty* - Students who violate the academic integrity policy will be subject to the following disciplinary procedures: Cheating and/or plagiarism, either directly and intentionally or indirectly and unintentionally, through participation or assistance, will, result in the student receiving a **zero** for the assignment on the first occurrence and a zero for the course on a subsequent violation. Additional disciplinary action may also be taken. The academic integrity policy may be found approximately beginning on page 17 of the EC Catalog.

*Turnitin™ -* In order to support students and faculty in reducing plagiarism, the School of Arts & Sciences utilizes Turnitin™, a plagiarism prevention service offered through Canvas. Turnitin™ detects unoriginal content in student assignments and provides an easily identifiable report for faculty to distinguish between original and plagiarized content. This service helps educators prevent plagiarism by detecting unoriginal content in student papers.

**Accommodations for Students with Disabilities**

Emmanuel College accommodates students with disabilities in accordance with federal laws and College policy, and will work to provide reasonable accommodations to those with a documented learning, psychiatric, physical, temporary disability, pregnancy, or chronic health condition. In order to be provided with accommodations in this course, you must provide an official Accommodations Memo from the Disability Services/ADA Coordinator, Jessica Middlebrooks (jmiddlebrooks@ec.edu). For the College’s policy on Access Accommodations please visit the *Student Handbook* online (<http://www.ec.edu/life/student-handbook-0>).

**Academic Success**

The Academic Resource Center (ARC) offers free tutoring, test proctoring, and assistance with class projects and writing assignments. For more information, visit <http://www.ec.edu/academics/academic-resource-center> , email [arc@ec.edu](mailto:arc@ec.edu) or visit the ARC in Aaron 100.

**Promoting a Safe Learning Environment—Dealing with Sexual Harassment/Misconduct**

* **Commitment of the College:** Our school is committed to fostering a safe, productive learning environment. Title IX and the College’s policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school. Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so that they can get the support they need and our school can respond appropriately.
* **Student Resources and Reporting:** For the utmost confidentiality, please reach out to one of our confidential resources including the campus pastor or one of our campus counselors whose offices are all located in the Student Development office. To schedule an appointment please contact the office at 706-245-2881. If you wish to report an incident of sexual misconduct, want more information about filing a report, need to be connected to resources, or have questions about school policies and procedures, please contact our Title IX Coordinator, Courtney Hamil at 706-680-1245 or [chamil@ec.edu](mailto:chamil@ec.edu). The College’s full Sexual Misconduct Policy and Procedures can be found on our website at <http://www.ec.edu/title-ix>.
* **As a Responsible Employee:** Our school is legally obligated to investigate reports of sexual misconduct. Except for the pastor and campus counselors (who again are confidential resources), all College employees, including faculty of the college, are considered “responsible employees” and therefore have an obligation to report incidents of sexual misconduct to the Title IX Coordinator or a Deputy Title IX Coordinator. ***As a professor, therefore, I am required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with the information related to any sexual misconduct that is reported to me***. The Title IX Coordinator will consider requests for confidentiality and respect it to the extent possible.

**Attendance Policy**

Emmanuel College recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Emmanuel College, class attendance, understood as the act of being present, is understood as active engagement through discussion and other forms of interaction.

Like other institutions of higher education, Emmanuel College is required to maintain accurate attendance records by the U.S. Department of Education. Attendance is tracked weekly. For any week (7 days) in which a student does not participate in academic activities for the course in Canvas, the student will be marked absent in the Canvas grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Canvas. “Academic activity” includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations.

**Late Assignment Policy**

All assignments are expected to be turned in on time. When a student foresees that they will be late in submitting an assignment, if at all possible, the student must try and contact the faculty member in advance of scheduled due date and inform the instructor as to why the assignment will be late. The faculty member reserves the right to waive the lateness penalty when extenuating circumstances arise, but only when the student has communicated in writing with the instructor. **Discussion forum posts and quizzes/exams are not accepted late** (except for the most extraordinary of circumstances).

Failure to turn in written assignments on the scheduled due date will result in a **10%** reduction in grade of the assignment. No assignment will be accepted later than **two weeks** after the assignment is due. Week 7 and Week 8 assignments must be turned in on time for online courses. Additionally, the instructor reserves the right to provide limited feedback on assignments turned in more than three days late.

**IMPORTANT: ALL assignments MUST be submitted by the end of week 8. Any assignment(s) not submitted by this time will be given a “0”.** If you foresee that you will be unable to complete the course requirements because of extraordinary circumstances, please consult with the instructor as to your eligibility to receive a grade of incomplete (“I”) and extended time to submit remaining work. Typically, instructors can grant students between 2 and 4 weeks extended time depending on the situation.

For more information about student records, privacy, and other College policies and procedures, students are directed to the most recent version of the Student Handbook located [here](http://www.ec.edu/life/student-handbook-0). For additional academic policies, please review the latest Emmanuel College Catalog [here](http://www.ec.edu/academics/course-catalog).

# **SECTION 3: COURSE REQUIREMENTS**

* The following grading scale will be used in this class:

**A** = 100-93 **A-** = 92-90 **B+**  = 89-87 **B** = 86-83 **B-** = 82-80 **C**+ = 79-77 **C** = 76-73  
**C-** = 72-70 **D** = 69-60 **F** = 59 or below

* Assignments:

|  | **Weight** |
| --- | --- |
| Discussion Boards (4 @ 5% each) | 20 % |
| Syllabus Quiz | 1 % |
| Chapter Quizzes (6 @ 3.5% each) | 21 % |
| Writing Assignments (4 @ 4% each) | 16 % |
| Activities (8 @ 1.5% each)   * Directed (4) * Self-Directed (4) | 12 % |
| Learn by Doing (4 @ 2.5% each) | 10 % |
| Exams (2@ 10% each)   * Mid-term * Final | 20 % |
|  |  |
| **TOTAL** | **100%** |

**Discussion Board Topics**

1. Some people choose security/safety over rights and privacy and are often willing to surrender some of their rights for the promise of safety. Which one of Packer’s model of the CJ system (crime control/security or due process/rights) do you identify with the most? Why? Justify your response.
2. In your opinion, what major theory of crime best explains violent crimes such as aggravated assault? Choose a current example from the news and justify your response.
3. Should *mala prohibita* crimes such as marijuana be decriminalized? Why or why not?
4. One theme is persistent in the main-stream media - the fatal shootings of minority citizens by police is primarily because of the bigoted and prejudiced attitudes of law enforcement officers (LEOs), especially, white officers. According to the media, these shooting are not due to the threatening actions of black citizens, whether armed or unarmed, as the reason behind these fatal shootings. What does the research say? Do you agree or disagree with the research? Why or why not?

Unless otherwise instructed, original discussion board posts are to be between **250-300 words for initial posts and 150-200 words for response posts** (please keep the word count in this range). The purpose of these parameters is to promote writing that is both thorough and concise. Since not everyone will see things identically, students are to review one another’s postings in order to further their own insight and learning. This is an important benefit of dialogue.

**NOTE:** **Initial Discussion Posts are due Thursday 11:59 PM of the week in which they are assigned, Response/reply Posts are due Saturday of the week they are assigned by 11:59 PM.**

**Writing Assignments**

1. Write a short 1-2 page paper on the use of deadly force for self-defense and stand your ground laws. Start by reading the case involving Mr. Peterson’s use of deadly force and his claim of self-defense on p. 57. Be sure to include in your paper a cogent and detailed response to questions 7 and 8 (p.57). Additionally, using your current state of residence, identify the state’s law on the castle doctrine, stand your ground, and duty to retreat (if any) in situations of self-defense.
2. Select any news or training article of interest from the *Police One* web site (<https://www.policeone.com/>). Summarize what you learned in a short paragraph (200-250 word count)
3. From the time of his confirmation in 1969, Chief Justice Warren Burger viewed the exclusionary rule as an unnecessary and unreasonable intrusion on law enforcement. Indeed, the United States is one of only a few countries that have an exclusionary rule. However, many other Chief Justices have claimed the exclusionary rule is one of the most important safe guards of justice and due process, if not the most important. Prepare a 1-2 page pro-con paper that examines why there should or should not be an exclusionary rule as part of our system of justice. What will be your arguments, pro and con?
4. Journal Article Review (using APA).

At the beginning of every chapter of your text, under the *Media Library*, are links to scholarly Sage journal articles. Select one of these **scholarly** articles that is of interest to you and prepare a 2-3 page summary of the article. You MUST use proper APA when citing the article you are summarizing both in the body of your paper and on the reference page. If you need help with APA, please consult the APA guides and help links that available under the Course Resources folder.

**Directed Activities**

1. (**a**) Introduce yourself to the class and explain why you are interested in criminal justice.   
   (**b**) Complete the “*Assess Your Awareness*” questions for chapter 1 (p.4). Were you surprised with your results? In a separate email to your instructor, summarize what you learned and your experience in a short paragraph (100 word count). Submit your paper as an attachment.
2. In addition to the numerous video links embedded in your e-text book, the student resource site for this text has additional video links on a variety of topics. Using a web browser, navigate to the student resource site that supports this text <https://edge.sagepub.com/peak3e/student-resources/chapter-1/video-links>. Watch video 1.1 on the *Three-Strike Laws*. Summarize what you learned in a short paragraph (250 word count).
3. The uninformed will often be heard proclaiming, “The First Amendment established the principle of separation of church and state.” Readily available facts easily dispel such false proclamations. In fact, there is abundant evidence that a Christian worldview and Christian teachings heavily influenced the Founding Fathers and members of the Constitutional Convention who created our form of government and justice system. Aside from the obvious historical practice of placing a hand on the Bible while taking an oath of office, or in the court room when swearing to tell the truth, there are numerous examples of how the Christian worldview has influence the structure and substance of our criminal justice system. In a short paper (250 word count), identify and explain three such examples.
4. There are a number of “hot-button” issues that directly impact the criminal justice system. Chapter 16 in your text briefly highlights three such issues – terrorism, dealing with the mentally ill, and illegal immigration. Choose one of these topics and read the appropriate pages in the text book devoted to it. In a short paper (250 word count), (a) summarize the nature of the problem, and (b) propose your idea(s) on how the criminal justice system should respond.

**Self-Directed Activities**

1. Select two of the following career video links to watch. Summarize what you learned in a short paragraph (200 word count).

* Career video 1.1 Police Officer (p.6)
* Career video 3.1 Crime Analyst (p. 82)
* Career video 9.1 Attorney (p. 227)
* Career video 12.1 Jail Administrator (p. 325)
* Career video 13.1 Correctional Officer (p. 339)
* Career video 14.1 Probation Officer (p. 375)

1. In preparation for the midterm, take this opportunity to make use of the mobile friendly flashcards available to you at the student resource site <https://edge.sagepub.com/peak3e/student-resources>. The midterm exam includes questions from chapters 1, 2, 3, 5, & 7. To receive credit for this activity, review the flash cards from these chapters and make note of 4 terms/concepts/words that were particularly difficult for you to correctly remember. **Email** a list these 4 words/concepts (along with the correct meaning/definition) to your instructor.
2. Each chapter of the text offers several short “*Student on the Street*” videos. Select two of the following *Student on the Street* videos to watch. If you choose one not listed here, simply note in your summary report which Student on the Street videos you watched. Summarize what you learned in a short paragraph (200 word count).

* Student on the Street video 1.1 Arrest for Every Violation (p.14)
* Student on the Street video 2.1 Intoxication & Crime (p. 52)
* Student on the Street video 3.2 Violent Crime Over Past 20 Yrs (p. 70)
* Student on the Street video 5.1 County Sheriffs & Traffic Violations (p. 117)
* Student on the Street video 8.1 Can Police Search Your Cell Phone (p. 198)
* Student on the Street video 10.2 Most Powerful Person in The CJ Sys (p. 266)

1. In preparation for the final exam, take this opportunity to make use of the mobile friendly flashcards available to you at the student resource site <https://edge.sagepub.com/peak3e/student-resources>. The final exam is comprehensive in the sense that, it not only includes questions from the text book chapters since the midterm exam (i.e., chapters 9, 11, 12, 14, & 15), it also includes questions about the function of the police, the function of the courts, the function of corrections, and the criminal justice process from arrest to release. As with your previous self-directed activity, to receive credit, review the flash cards from these chapters and make note of 4 terms/concepts/words that were particularly difficult for you to correctly remember. **Email** a list these 4 words/concepts (along with the correct meaning/definition) to your instructor.

**Learn by Doing**

1. Prepare your own succinct diagram (chart, graph, flow-diagram, table, etc.) of the criminal justice process, including a brief label of what occurs at each of the major stages (arrest, first appearance, etc.) as a case flows through the process. What will your final product look like?  
   *Learn by Doing* no.3 (p.24).
2. As a member of *Alpha Phi Sigma* (the National Criminal Justice Honor Society), you have been asked to present a paper at a local conference on crime rates and trends in your state. You decide to use the Internet to determine how many crimes were reported in the largest city closest to you, your state, and the United States during the most recent calendar year available. Describe how you would proceed and present the data for your findings.
3. You be the Judge. Read the facts of the case behind *State v. Kibbe* on page 232. Thoroughly answer the four questions at the bottom of the case facts. Summit your answers in 1 page paper.
4. Media Characterization vs. Reality

For this practicum, choose any crime drama movie or TV episode of interest to you (e.g., it can be a police movie, court room drama, CSI, prison life, victims, human trafficking, etc.). Compare the media portrayal of the criminal justice system with what you have learned about the criminal justice system from the course discussions and readings. Comment on the correct and incorrect similarities. Summit your findings in 1 page paper.

**Writing Assignment Rubric - Non-APA**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Points** | **Unacceptable** | **Competent** | **Proficient** |
| **Word/Page Count** | **10** | **0 points**  Did not meet the minimum word count or pages required | **8 points**  Student met the minimum word count required without relying on long direct quotes and other fillers | **10 points**  Student exceeded the minimum word count required without relying on long direct quotes and without being wordy, tangential or redundant |
| **Spelling & Grammar** | **10** | **0 points**  Numerous spelling, punctuation, syntax and grammatical errors. Run-on sentences. Well below college writing expectations | **1 to 5 points**  Some spelling, punctuation, syntax and grammatical errors. Only 1 or 2 run-on sentences. | **6 to 10 points**  None or minimal spelling, punctuation, syntax and grammatical errors. No run-on sentences. |
| **Mechanics of Writing** | **20** | **0-13 points**  Paper lacks basic structure of opening, body, and conclusion.  Student used too many long quotes; paraphrased material is mostly minor word changes; very few concepts are stated in student’s own words  Concepts are disorganized. Paragraphs are not connected. No transitional sentences. | **14 to 17 points**  Paper has some, but not all of the basic structures of opening, body, and conclusion.  Student overly relies on quoted material to emphasize major ideas. Basic components of formal writing are present but are inadequately developed. Concepts could be organized better. Most paragraphs are connected with good transitional sentences. | **18 to 20 points**  Paper has the basic structure of opening, body, and conclusion.  Judicious use of quotes; most material is properly paraphrased and cited. Cogent, inductive, logical expression of thought (i.e., key ideas are presented with clear logic & without unnecessary repetition or redundancy). Key concepts are stated in precise terms. Very well organized. |
| **Content** | **50** | **0 to 34 points**  Student’s overall content, synthesis, and articulation is unacceptable for this level of writing. Over looked key issues and ideas | **35 to 44 points**  Content sections are adequate but lacks strong analysis, organization, and synthesis. Articulation of material is merely adequate, missing the depth necessary for good critical thinking. | **45 to 50 points**  The research is comprehensive enough for the topic and the student has synthesized the material and presented a cogent, yet thorough, analysis of the topic. |
| **Directions** | **10** | **0 points**  Student did not follow assignment directions | **1 to 5 points**  Student followed some of the assignment directions. | **6 to 10 points**  Student followed all of the assignment directions |

**Writing Assignment Rubric - APA Required**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Points** | **Unacceptable** | **Competent** | **Proficient** |
| **Word/Page Count** | **10** | **0 points**  Did not meet the minimum word count or pages required | **8 points**  Student met the minimum word count required without relying on long direct quotes and other fillers | **10 points**  Student exceeded the minimum word count required without relying on long direct quotes and without being wordy, tangential or redundant |
| **APA Citation Style** | **10** | **0 points**  N = 10+ APA errors  Title page is missing. Poor APA formatting. Too few in-text citations. Inadequate or careless attribution. Multiple errors on the in-text citations and on the reference page; or references missing. Clearly the student needs to visit the writing center or conduct personal, external research on APA | **1 to 5 points**  N = 6-9 APA errors  Title page is basically correct but not perfect. In-text citations are present but more were needed. Several in-text citation errors. Section headings are present but improperly formatted. Reference page is basically correct but there are several reference entry errors. | **6 to 10 points**  N = 1-5 APA errors  The title page is correct APA.  The paper has only a few in-text citation errors; the reference page is properly formatted with only a few minor errors. |
| **Spelling & Grammar** | **10** | **0 points**  Numerous spelling, punctuation, syntax and grammatical errors. Run-on sentences. Well below college writing expectations | **1 to 5 points**  Some spelling, punctuation, syntax and grammatical errors. Only 1 or 2 run-on sentences. | **6 to 10 points**  None or minimal spelling, punctuation, syntax and grammatical errors. No run-on sentences. |
| **Mechanics of Writing** | **20** | **0-13 points**  Paper lacks basic structure of opening, body, and conclusion.  Student used too many long quotes; paraphrased material is mostly minor word changes; very few concepts are stated in student’s own words  Concepts are disorganized. Paragraphs are not connected. No transitional sentences. | **14 to 17 points**  Paper has some, but not all of the basic structures of opening, body, and conclusion.  Student overly relies on quoted material to emphasize major ideas. Basic components of formal writing are present but are inadequately developed. Concepts could be organized better. Most paragraphs are connected with good transitional sentences. | **18 to 20 points**  Paper has the basic structure of opening, body, and conclusion.  Judicious use of quotes; most material is properly paraphrased and cited. Cogent, inductive, logical expression of thought (i.e., key ideas are presented with clear logic & without unnecessary repetition or redundancy). Key concepts are stated in precise terms. Very well organized. |
| **Content** | **50** | **0 to 34 points**  Student’s overall content, synthesis, and articulation is unacceptable for this level of writing. Over looked key issues and ideas | **35 to 44 points**  Content sections are adequate but lacks strong analysis, organization, and synthesis. Articulation of material is merely adequate, missing the depth necessary for good critical thinking. | **45 to 50 points**  The research is comprehensive enough for the topic and the student has synthesized the material and presented a cogent, yet thorough, analysis of the topic. |

**Discussion Board Grading Rubric**

|  |  |
| --- | --- |
| **Discussion Board Initial Thread** |  |
| Criteria | Points Possible |
| Well-developed and thoroughly addresses all aspects of the question/issue | **25** |
| Free of grammatical or spelling errors | **10** |
| Correct minimum word count (250-300) | **10** |
| Well organized, concise, clear comments | **5** |
| Major points are supported by the following:  1. Text, lecture material, or scholarly sources  2. Good examples (pertinent conceptual or personal examples are   acceptable),  3. Thoughtful analysis (considering assumptions, analyzing implications,   comparing/contrasting concepts) | **10** |
| **Total** | **60** |
| **Post was Late** | Zero (late work not accepted) |
|  | |
| **Discussion Board Replies** |  |
| Criteria | Points Possible |
| **Reply 1**  meets minimum word count (150-200) | **10** |
| is substantive and moves the conversation forward; Brings clarity to issues being discussed; Appropriate “netiquette” manners; free of grammatical errors | **10** |
| **Total** | **20** |
| **Post was Late** | Zero (late work not accepted) |
|  | |
| **Reply 2**  meets minimum word count (150-200) | **10** | |
| is substantive and moves the conversation forward; Brings clarity to issues being discussed; Appropriate “netiquette” manners; free of grammatical errors | **10** | |
| **Total** | **20** | |
| **Post was Late** | Zero (late work not accepted) | |

**Discussion Board Guidelines**

Responding to a classmate’s post requires both the addition of new ideas and analysis. A particular point made by the classmate must be addressed and built upon by your analysis in order to move the conversation forward. Thus, the response post is a rigorous assignment that requires you to build upon initial posts to develop deeper and more thorough discussion of the ideas introduced in the initial posts. As such, reply posts that merely affirm, restate or unprofessionally quarrel with the previous post(s) and fail to make a valuable, substantive contribution to the discussion will receive appropriate point deductions

1. Posts are intended to be scholarly discussions, so providing fact-based sources in support of your opinion is important.
2. Defend your opinions with verifiable supporting information from vetted websites, reliable academic e-books, and reports of research from the scholarly journal literature or government publications. In other words, avoid web sites such as Google Search, Wikipedia, CNN, MSNBC, How it works, etc.
3. Avoid overly informal language. Discussion posts are not Twitter, SnapChat or Instagram posts. Use appropriate academic writing style, not text-speak. Avoid language that is not appropriate for an academic setting.
4. Integrate your text book readings into your postings.

**Course Schedule**

| **Week** | **Readings/Resources Used** | **Activities/Assignments** | **Due Dates** |
| --- | --- | --- | --- |
| 1 | Read: Peak & Madensen ch 1  Read: Lecture Notes | Directed Act 1a – Introduce Self  Directed Act 1b – Assessment email  Syllabus Quiz  Discussion Board (DB) 1  Quiz 1  Learn by Doing 1 | WED by 11:59 pm  SAT by 11:59 pm  THUR 11:59 pm  **Initial**/Original post due by **THUR** 11:59 pm.  Two **reply** posts due by **SAT** 11:59pm  SAT 11:59  SUN 11:59 |
| 2 | Read: Peak & Madensen ch 2  Read: Lecture Notes | Self-Directed Act 1  Quiz 2  Writing 1 | THUR 11:59 pm  SAT 11:59 pm  SUN 11:59 |
| 3 | Read: Peak & Madensen ch 3  Read: Lecture Notes | DB Forum 2 Thread & Replies Directed Activity 2  Quiz 3  Learn by Doing 2 | THUR 11:59 / SAT 11:59  SAT 11:59  SAT 11:59  SUN 11:59 |
| 4 | Read: Peak & Madensen ch 5 & 7  Read: Lecture Notes | Self-Directed Act 2  Mid-Term Exam  Writing 2 | THUR 11:59 pm  SAT 11:59 pm  SUN 11:59 |
| 5 | Read: Peak & Madensen ch 9  Read: Lecture Notes | DB Forum 3 Thread & Replies Directed Activity 3  Quiz 4  Learn by Doing 3 | THUR 11:59 / SAT 11:59  SAT 11:59  SAT 11:59  SUN 11:59 |
| 6 | Read: Peak & Madensen ch 12  Read: Lecture Notes | Self-Directed Act 3  Quiz 5  Writing 3 | THUR 11:59 pm  SAT 11:59 pm  SUN 11:59 |
| 7 | Read: Peak & Madensen ch 11 & 14  Read: Lecture Notes | DB Forum 4 Thread & Replies Directed Activity 4  Quiz 6  Learn by Doing 4 | THUR 11:59 / SAT 11:59  SAT 11:59  SAT 11:59  SUN 11:59 |
| 8 | Read: Peak & Madensen ch 15  Read: Lecture Notes | Self-Directed Act 4  Final Exam  Writing 4 | THUR 11:59 pm  SAT 11:59 pm  SAT 11:59 |