



Lock Haven University
University Curriculum Committee

PROPOSAL COVER SHEET

Course #: CRJS 4⁴²⁵ -- Title: Senior Seminar in Criminal Justice 3 sh

** See the back for instructions on listing the course number and how this document should be routed through the curricular process.

New Course Drop Course New Degree Drop Degree Revision Other

Briefly state the reason for the revision Part of the new Criminal Justice major.

Applicable overlay(s) IL MC EE _____ (units) WE

Prerequisites: Not Applicable Change (Addition/Removal)

Please Specify any changes _____

Please Specify the effective date of these changes _____

<u>W. L. Smith-Hinds</u>		<u>Approve</u>	Disapprove
Signature: Department Chairperson	Date	Recommendation	

<u>[Signature]</u>	<u>4-19-02</u>	<u>Approve</u>	Disapprove
Signature: Chairperson, College Curriculum Subcommittee of Graduate Curriculum Subcommittee	Date	Recommendation	

<u>[Signature]</u>	<u>10/28/02</u>	<u>Approve</u>	Disapprove
Signature: Chairperson, University Curriculum Committee	Date	Recommendation	

<u>[Signature]</u>	<u>10-29-02</u>	<u>Approve</u>	Disapprove
Signature: Vice President for Academic Affairs	Date	Recommendation	

PROVOST - Does this proposal need to go to the: Board of Governors Council of Trustees

<u>[Signature]</u>	<u>10/30/02</u>	<u>Approve</u>	Disapprove
Signature: President	Date	Recommendation	

sent 11-4-02 [Signature]

Revision of SOCI 430 Capstone Seminar in the Administration of Criminal Justice Concentration to CRJS 4 - - Senior Seminar in Criminal Justice

Course Syllabus CRJS 4 - - SENIOR SEMINAR IN CRIMINAL JUSTICE

- I. Introductory Information
- A. Department Name: Sociology, Anthropology, Social Work, Criminal Justice and Geography
 - B. Department Catalogue Number: CRJS 4 - -
 - C. Course Title: Senior Seminar in Criminal Justice
 - D. Semester Hours of Credit: 3
 - E. Clock Hours per Week: 3
 - F. Overlays: IL, WE
 - G. Restrictions Upon Student Registration: Limited to Criminal Justice majors with Senior Standing or permission of instructor.

II. Description of the Course:

This course is intended to help students consolidate their learning in criminal justice and related areas and prepare for the world of work. Major concepts from throughout the criminal justice program are reconsidered and integrated. Major emphases include integrating theory, research and the application of findings to understanding the functioning of various functions of the criminal justice system. The process of obtaining employment in the criminal justice system is also a major emphasis in this course.

III. Exposition

A. Objectives: Upon completion of this course, students will be able to do the following:

1. apply knowledge of criminal justice with knowledge from other fields;
2. understand how sociological theory and research findings can be applied in the criminal justice system;
3. explain criminal behavior as a form of social deviance;
4. discuss interdisciplinary perspectives of police, courts, and corrections;
5. explain the world of work in the criminal justice system;
6. explain a variety of forces impacting on crime and the criminal justice system;
7. achieve employment in the criminal justice field;
8. think critically about criminal justice situations;
9. solve problems creatively;
10. make ethical decisions in criminal justice situations;
11. write a critical paper;
12. edit other student's writing and their own;
13. access statutes and regulations in both print and electronic form; and
14. research employment opportunities across the country using the internet;

B. Activities and Requirements

Students will be required to complete the following assignments:

1. prepare and present a major paper following the approved format and analyzing the criminal

justice system;

2. complete an oral board interview in front of the class;
3. find a criminal justice job on the internet and report on it to the class;
4. write a marketing plan for themselves including a cover letter and resume; this plan must be reviewed and edited by another person, e.g. the writing center, another student or someone else, re-written and then submitted;
5. write a narrative in class, twice, on a video scenario played in class; students then exchange narratives and edit other students narratives, return the narratives to the original student for re-writing;
6. pass six essay tests on major concepts, one test for each of the 6 central courses in the major;
7. participate in class discussion;
8. respect the classroom, each other, views different from theirs, and the professor;
9. participate in small group work and in-class exercises;
10. participate in field trips; and
11. participate in in-class case/situation analysis.

C. Major Units and Time Allotted:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. Introduction to the course, beginning paper discussions, professional societies in criminal justice | 1/2 week |
| 2. Self analysis, the job hunt, resumes and cover letters | 1/2 week |
| 3. The internet, databases and criminal justice research | 2 1/2 weeks |
| 4. Cases, The Case System, Case Management and Teamwork | 1/3 week |
| 5. Written reports in criminal justice: social histories, PSI reports, incident reports, arrest reports, narratives, field notes | 5 weeks |
| 6. Creative problem solving | 1/3 week |
| 7. Ethical decision making | 1/3 week |
| 8. Sexual Harassment in the Work Place | 1/2 week |
| 9. Dealing with Angry People | 1/3 week |
| 10. Drug and alcohol issues in criminal justice | 1/3 weeks |
| 11. Conflict resolution and alternative dispute resolution | 1/3 week |
| 12. Grantsmanship and proposal writing | 1 week |
| 13. Race and ethnic relations in criminal justice | 1 week |
| 14. Completion of essay tests (spread throughout the semester) | 2 weeks |

D. Materials and Bibliography:

1. Suggested textbooks:

Champion, Dean. Dictionary of American Criminal Justice. Fitzroy Dearborn. Chicago. 1998.

DeLucia, Robert and Thomas Doyle. Career Planning in Criminal Justice. Anderson Pub Co. Cincinnati. 1998. ISBN: 0-87084-209-9.

Cases and other materials either handed out or placed on reserve by the instructor.

2. Bibliographic support:

The following are all available in Stevenson library:

Adler, Freda. Sisters in Crime: The Rise of the New Female Criminal. HV6791 A55.

Alderman, Ellen. In Our Defense: The Bill of Rights in Action. KF4750 A43 1990.

Ferrell, Jeff and Mel Websdale. Making Trouble: Cultural Constructions of Crime. HV6001 .M35 1999.

Irwin, John. The Felon. HV8665 I76.

Jacoby, Joseph. Classics of Criminology. HV6779.C53 1994.

Krisberg, Barry. Crime and Privilege. HV6030 K75.

Loftus, Elizabeth. The Myth of Repressed Memory: False Memories and Allegations of Sexual Abuse. RC455.2F35 L64 1994.

Lombroso, Cesare. Crime, Its Causes and Remedies. HV6038 L6 1968.

Lombroso-Ferrero, Gina. Criminal Man. HV6045 L83 1972.

Miller, Jerome. Search and Destroy: African-American Males in the Criminal Justice System. HV9950 M55 1997.

Monk, Richard. ed. Taking Sides: Clashing Views on Controversial Issues in Crime and Criminology. HV6789.T25 1996.

Morris, Norval. Between Prison and Probation. HV9304 M67 1990.

Morris, Norval and Gordon Hawkins. The Honest Politician's Guide to Crime Control. HV60441 M64.

Morris, Norval and James Jacobs. Proposals for Prison Reform. HV9471 M67.

Pollack, Ervin. Jurisprudence. K230 P59 J85.

Reiman, Jeffrey. The Rich Get Richer and the Poor Get Prison. HV9471 R44 1984.

Sykes, Gresham and Thomas Drabek. Law and Lawlessness. HV6028 .S9.

Vold, George. Theoretical Criminology. HV6035 V6

Walker, Samuel. In Defense of American Liberties. JC599.U5 W28 1990.

_____. Popular Justice. HV8138 W342.

WEB SITES for a JOB SEARCH

1. WWW.MONSTER.COM
2. WWW.STATETROOPER.NET
3. WWW.ESPAN.COM
4. WWW.NATIONJOB.COM
5. WWW.OFFICER.COM/JOBS.HTM
6. WWW.USAJOBS.OPM.GOV
7. WWW.STATE.PA.US (or replace the PA with any other state abbreviation, e.g. DE)
8. WWW.DBM.COM/JOBGUIDE
9. WWW.AJB.DNI.US
10. WWW.CAREER.COM

WEB SITES for RESEARCH

1. WWW.SOCIOWEB.COM/~MARKBL/SOCIOWEB/
2. WWW.SOCSCIRESEARCH.COM
3. WWW.USTREAS.GOV/
4. WWW.FBI.GOV
5. WWW.RAND.ORG/
6. WWW.ODCI.GOV/
7. WWW.ATF.TREAS.GOV
8. WWW.DOC.STATE.NC.US/DOP/WELCOME.HTM
9. WWW.BOP.GOV
10. WWW.ESSENTIAL.ORG/DPIC
11. WWW.GEOCITIES.COM/CAPITOL HILL/
12. WWW.USCOURTS.GOV
13. WWW.COMMUNITYPOLICING.ORG
14. WWW.WWLIA.ORG/HIST.HTM
15. WWW.OJP.USDOJ.GOV/BJS/
16. WWW.OJP.USDOJ.GOV/BJS/ABSTRACT/WFCJ.HTM
17. WWW.NLECTC.ORG
18. WWW.NCJRS.ORG
19. WWW.SEDGWICK.KS.US/CORRECTIONS/SCAS.HTML
20. WWW.LHUP.EDU/LIBRARY/HOME/HTM

IV. Standards

Students will be graded on the quality of their writing assignments, their oral presentations, the quality of their research and their ability to use databases. Grading will be in accordance with university grading policy.

V. Rationale and Impact

A. Why is this proposal necessary: This proposal is necessary because of the creation of the new major in criminal justice and the need for WE and IL courses.

B. Describe for whom it specifically is designed: Designed specifically for senior criminal justice majors.

C. Explain how existing academic programs or departments will be affected by this syllabus: This is a revision of an existing course and will not affect programs any differently than the existing course except that as a WE and IL course it will lessen the impact on other course so designated.

VI. Cost and Staff Analysis:

This is not a new course thus this is not necessary.

VII. Date approved by University president:

signature

date

CAPSTONE PAPER DIRECTION/REQUIREMENTS

Your job in this paper is to develop the ideal criminal justice system. However, your description of the system will come in the last part of the paper. The paper will come in several sections. Each section will begin at the top of a page and will have a heading (except the cover page). Subheadings will add to the quality of your paper. The sections of the paper are as follows:

COVER PAGE

This should include the course name and number, your name, and the date. The cover sheet does not count as a page.

ABSTRACT OR SUMMARY

This will appear at the beginning of the paper but will be the last thing you write. It will be a one page, and only one page, summary of the paper.

ANALYSIS AND CRITIQUE OF THE CURRENT SYSTEM

In this section you will discuss your views of the current system. State what you consider to be the best and worst aspects of the system. What do you think is right? What do you think is wrong? N.B. Use citations to support your conclusions. A citation must be to legitimate data or legitimate authority. A legitimate authority is an expert or an authority such as the President, a governor, an appellate court judge writing in a case (even dicta can be acceptable) or some other recognized source. For example if you state that too many criminals go free, what is your basis for so stating? How many guilty people have gone free in recent years? Since you said "too many" there must be some acceptable number, what is that number? Why? If you state that prisons do not work, what is your basis for so stating? What are they supposed to do? Why?

The only way you can be wrong is if you make biased or unsupported statements. However, your grade is not determined by right/wrong but rather by the quality of your analysis. You should draw on what you have learned in classes required for the Criminal Justice Major to do this analysis. This section must be at least five pages.

RATIONALE AND ASSUMPTIONS FOR A NEW SYSTEM

In this section you explain the assumptions and reasoning you will base your system on. For example, you might say, "I assume it is most important that every guilty person be punished even if that means thousands of innocent people will be punished and even if that doubles the cost of the system." Or you might say, "I assume the purpose of corrections is rehabilitation and therefore it is important to identify and address underlying causes of criminal activity." Or you might say, "I assume it is important to give police wide discretion and authority but to hold them personally responsible for improper activity." However, do not just state the assumption, explain and discuss it.

We will practice stating assumptions in several classes. This section of the paper

must be at least 4 pages.

THE IDEAL SYSTEM OF CRIMINAL JUSTICE

In this section of the paper you get to describe what the ideal criminal justice system would look like if you got to design it. Be sure to address all three components of the system, i.e. Law Enforcement, Adjudication, and Corrections. Also describe underlying and related processes such as criminal law, criminal procedure, juvenile matters and community relations. Again support your decisions with authority, particularly what you have learned in your required courses.

This section of the paper will be at least 5 pages.

REFERENCES

This should list works you referred to in preparing this paper. This will not count toward the page requirements of any section. It is not absolutely necessary to refer to any works but it makes your paper a lot more creditable if you do.

N.B. This paper must be prepared on a word processing program or typed. It must be on white paper (8 1/2 x 11). It is to be double spaced. It must use a font of 12 and have one inch margins all the way around. The final paper should not be put in any type of folder but rather must be stapled once in the upper left hand corner only. The cover sheet does not count as a page in the paper. Be certain to number pages. Your name or other identifying information should not appear anywhere other than the cover page. You are limited to 4 quotes and no one quote may be more than 4 lines long.

**Request of General Education Overlay
Information Literacy (IL)**

Course # <u>CRJS 4 - -</u>	Title: <u>Senior Seminar in Criminal Justice</u>	<u>3</u> sh
-----------------------------------	---------------------------------------------------------	-------------

A completed cover sheet and the first page of the course syllabus must accompany a proposal for a course to fulfill a general education overlay requirement. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type. (This does not replace the UCC Proposal Cover Sheet.)

Criteria for Information Literacy (IL)

The purpose is to help students develop critical thinking skills and technical skills that enable them to access, evaluate, and use information to solve problems, answer questions, and meet informational needs.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> • Define the information task, recognize when information is needed, understand various types of information, and identify specific information needs. 	(O - 1, 2, 4, 6, 11, 13, 14; A - 1, 3, 4) In writing the major paper, students must research the current system, criticize it, develop rationales for a better system, and explain that better system.
<ul style="list-style-type: none"> • Develop information-seeking strategies, identify types of sources needed, identify major concepts and key words, develop search strategies for locating specific information. 	(O - 1, 2, 3, 4, 6, 8, 9, 10, 11, 13; A - 1, 4, 6) Several assignments require students to develop information seeking strategies, search the internet and the library, and seek other sources of information to support positions they take. Students are required to take tests on concepts they learned in previous classes and must seek information, review it and explain it.
<ul style="list-style-type: none"> • Develop technical skills needed to search for and access information using traditional and electronic sources to locate and retrieve information, and to organize and store information in correct and searchable formats. 	(O - 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14; A - 1, 2, 3, 4, 6) Assignments require students to access and use Lexis-Nexis, NCJRS.ORG and other sites such as WWW.STATE.PA.US (or any other state) and other sites listed on the syllabus.
<ul style="list-style-type: none"> • Evaluate information using critical thinking skills; determine relevance, authority, completeness, bias, and accuracy of information; distinguish among opinion, reasoned argument, and fact; and understand the concept of intellectual property and copyright. 	(O - 1, 2, 3, 4, 6, 8, 9, 10, 11, 13, 14; A - 1, 2, 3, 4, 6) In each of these assignments, students are required to evaluate the integrity of their sources and determine how to use them to make their argument.
<ul style="list-style-type: none"> • Synthesize information, integrate new information with previously known information, organize total information into a comprehensive whole. 	(O - 1, 2, 3, 4, 6, 8, 9, 10, 11, 13; A - 1, 2) This is actually the purpose of assignment 1, the major paper. Students are required to use what they know or can find to criticize the current system, develop a rationale for a better system, and the develop a better system based on the rationales they developed.

**Request of General Education Overlay
Writing Emphasis (WE)**

Course # <u>CRJS4--</u>	Section(s) <u>All</u>	Title <u>Senior Seminar in Criminal Justice</u>	3 sh
--------------------------------	------------------------------	--------------------------------------------------------	-------------

Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the proposed schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type.

Criteria for Writing Emphasis (WE)

The purpose is to maintain the writing skills developed in the first-year composition course.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target). 	Enrollment in this course is limited to 25.
<ul style="list-style-type: none"> Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class. 	(O - 1, 2, 3, 4, 6, 8, 9, 10, 11, 12; A - 1, 4, 5, 6) Students will prepare two discipline focused essays in class. They will then edit each others' narratives and the writer will re-write the narrative. In class, students will read and revise writings submitted by students in previous years criminal justice classes.
<ul style="list-style-type: none"> Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized. 	(O - 1, 2, 3, 4, 6, 8, 9, 10: A - 4, 5, 6) Students will read writing submitted by students in previous criminal justice classes, determine what the author meant to say, then re-write the passage to reflect the intended meaning. This will include lectures on the proper preparation of social histories. PSIR's incident reports, arrest reports, and field notes. Students receive case materials from which they prepare arrest reports or incident reports as appropriate. Students will review actual documents from case files in this state as models of writing--some will need re-writing which the students will practice.
<ul style="list-style-type: none"> Revise a portion of his/her writing by 	

<p>applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors.</p>	<p>(O - 1, 4, 8, 9, 10, 12: A - 5) All students are encouraged to use the writing center. In addition, students receive feedback on their narrative writing by other students and/or the professor and revise the writing accordingly.</p>
<ul style="list-style-type: none"> • Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade. 	<p>(O - 1, 2, 3, 4, 6, 8, 9, 10, 11, 13: A - 1, 4, 5, 6) Students prepare a major paper criticizing the current criminal justice system, a marketing plan for themselves, two narratives, and six essays all of which are evaluated by the instructor and are a part of the students final grade.</p>