CRJU 5361-001 Advanced Seminar in Criminal Justice

TERM: Spring 2014
CLASS MEETINGS: Online through Canvas
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OFFICE HOURS: Wednesday 1:00-3:00 or by appointment

COURSE DESCRIPTION

The Advanced Seminar course is the last course MCJ students take for their degree. In this course students are required to demonstrate the knowledge and skills gained throughout the graduate program. This course is designed to integrate and synthesize the entire MCJ course of study. The Advanced Seminar provides a process and structure for SPA faculty to ensure that MCJ students demonstrate knowledge of the concepts and principles conveyed in the core curriculum and can apply that knowledge to the analysis of contemporary issues in the field of criminal justice and public affairs. The written products of this seminar will be tangible evidence of a degree candidate’s qualifications and expertise—the centerpiece of a professional portfolio that candidates may use to secure or to advance in employment commensurate with their demonstrated abilities. Students will partner with a local government agency or non-profit program to conduct the client-oriented capstone project. Students are required to make an oral presentation to their Capstone committee on their professional paper which reports project findings. While students may take another elective at the same time as this course, all core courses must be completed when enrolled in the Advanced Seminar.

COURSE GOALS AND OBJECTIVES

Students will complete a graduate-level project which demonstrates their ability to integrate the knowledge and skills they have gained from the MCJ program. All projects
demonstrate students’ skills in research, writing, and working with others. The specific goals of the Advanced Seminar are to:

- Think critically;
- Write effectively;
- Bridge their course of study to a client oriented project;
- Demonstrate knowledge, concepts, and principles associated with the study of the criminal justice system and public affairs;
- Produce a written report of what has been learned about the topic of interest in the field;
- Give an effective written oral presentation summarizing the project;
- Use the capstone project to leverage career and/or professional goals as they relate to the MCJ degree; and
- Work individually and in collaboration with others, in a timely and professional manner.

**OPTIONAL COURSE TEXTS**

1. Conducting a Survey - L.T, Orcher
3. Preparing Literature Reviews: Qualitative and Quantitative Approaches - M. Ling Pan
4. Publication Manual of the American Psychological Association

**DETAILS ON THE ADVANCED SEMINAR**

Client-based capstone projects must follow the following guidelines:

- The project is undertaken for a client who is affiliated with a public or non-profit agency or organization after consultation with that client and your Professor;
- The task to be accomplished should be of significance and practical use to that organization;
- You must be able to complete the project in 8-10 weeks, not including preparing your oral and written presentations;
- The paper must meet the purpose of the Advanced Seminar by integrating scholarly knowledge from the MCJ program; and
- The project may **NOT** be conducted as part of your ongoing work responsibilities, although ideally it should be an issue related to your current or prospective professional career.

**CLASS FORMAT AND STRUCTURE**

This seminar is conducted similar to an independent study course and requires individual self direction. You will primarily be working independently, with support and advice from your Professor and client. Your Professor’s role is to serve as your
facilitator and advisor, helping you define the scope and nature of your project, identifying appropriate literature and methods of data analysis, and recommending areas of improvement on your drafts. Keep in mind that the time frame for completing your project is short. Procrastination and poor communication with clients or faculty readers can derail your project. It is your responsibility to stay on course by meeting deadlines, meeting with your client and Professor as needed, following your research plan established in the prospectus, and seeking advice on any challenges you confront as soon as possible.

The course consists of three parts:

1. **Identifying and Defining Your Project and Detailing the Scope of Work**

   At the beginning of your project you will be meeting with your client, conducting library research to find articles on the issue you are addressing, and writing your prospectus. You will also be identifying and/or meeting with your second SPA reader.

2. **Conducting Your Project/Collecting Data**

   You may be conducting interviews, analyzing existing data, collecting data through surveys, and/or using statistical analysis. Your project must involve original work that goes beyond a literature review.

3. **Writing Your Paper and Making your Oral Presentation**

   You will first share completed drafts of your paper with your Professor and then revise your drafts based on feedback. Then you will distribute your revised drafts to your other readers. Be sure that your readers are aware of the time frame you will be submitting drafts and verify that they can work within your specified time frame. If your second and third readers need alternative deadlines, you must do your best to accommodate them. Be prepared for multiple drafts and plan ahead to have adequate time for revisions prior to the due date. After your final paper is completed you will present your results to all of your readers in a formal presentation.

**COURSE REQUIREMENTS AND DELIVERABLES**

You must be able to complete the project by the end of the semester. Students are not eligible to receive an Incomplete for the Advanced Seminar.

1. **Client Selection**

   It is preferable that you have selected your client by the first week of class – **January 21**. Your client, however, MUST be selected by the second week of class – **January 27**. Your Project Information Form is due at this time (although you may not have your second reader secured yet).
2. **Project Prospectus**

Once you have selected your client, you are ready to write and submit your project prospectus. The prospectus is considered a proposal of your intended project. This prospectus is due on **February 3**. At a minimum, your prospectus should:

- Refer to the project formatting standards and proper citation style;
- Range in length from one to three pages;
- Provide a description of the problem or activity to be studied and explain why the subject matter of the proposal is of significance to the criminal justice system, public affairs, and your client;
- Identify the key question(s) you will address or the goal of your project. What do you hope to accomplish or demonstrate by studying the problem posed?
- Discuss the method(s) to be used for researching the problem and answering your key question(s);
- Provide a sequential list of all significant project activities and times for their completion; and
- Identify the relevant literature (academic articles, books, etc.) that will inform your study. You must have identified at least three specific references at this point, with more to follow, as well as a general idea of the types of references and sources of information and literature you expect to draw upon.

**SELECTION AND SECURING YOUR READERS**

Your committee is comprised of three persons: the first reader (your course Professor), a second reader (SPA faculty member), and a third reader (your client). The second reader must be another full-time SPA faculty member. It is highly recommended that you find your second reader as soon as possible and choose a faculty member who has substantive content knowledge related to your chosen topic. The third reader is your client contact and is considered to be an outside expert on your topic. Each reader must be available for your final presentation. All three readers assist in providing guidance on your project and provide input for your final grade. All readers are subject to the approval of your Professor. You must submit signed Reader Agreement Forms for your second and third readers no later than **February 10**.

Please note the general responsibilities for your second and third readers. While your Professor (first reader) will have primary responsibilities for supervising your project, the second and third readers will be responsible for: (1) reviewing the rough draft of your prospectus; (2) commenting on and approving the final project report; (3) attending the presentation of the oral summary; and (4) evaluating both the oral and written project and providing input for your final grade, in consultation with your Professor. Additionally, the third reader serves as a link between the student and the client organization.

3. **First Draft**
You are required to turn in the first draft of the first half of your paper on **February 24**. You should submit your first draft to your second and third readers in conformance with their requirements, and after making revisions according to my comments. Your draft of first half of the paper should include an Introduction, Review of the Literature, Project Purpose, Organizational Information, and Methodology for your project.

I will evaluate your first draft within roughly one week of submission, based on the order of submissions received. Once feedback is available, I will send you electronic comments. If you have questions about my comments you should contact me as soon as possible to follow up on the feedback I provide you. You should make similar arrangements with your other readers.

4. **Second Draft**

You are required to turn in your second draft by **March 17**. You should submit your second draft to your second and third readers in conformance with their requirements, and after making revisions according to my comments. This draft should include a *very well proofed* version of all sections of your paper. Some of your final data collection and analysis may not be complete at this point, but I need to know that you are on target for the timely completion of your project. At a minimum this draft should include preliminary findings.

I will evaluate your second draft within 10 to 14 days of submission, based on order of submissions received. I will provide feedback to you electronically. If you have questions about my comments you should contact me as soon as possible to follow up on the feedback I provide you. You should make similar arrangements with your other readers.

5. **Final Paper**

The final paper is due in **ELECTRONIC and HARD COPY on April 21**. You are required to provide versions of your final paper to all of your readers on this date. This ensures you have sufficient time to prepare for your presentation and gives your readers sufficient time to evaluate your project.

**COMPONENTS OF FINAL PAPER**

All of the following elements must be present in the final completed paper:

- Cover page
- Table of contents (using the TOC formatting tool in Word)
- Table of illustrations, graphs, and other relevant items
- Executive Summary
- Introduction – this section must provide sufficient background information on your topic and include a description of your client organization
- Review of the Literature
- Project Purpose - Identification of goals, hypotheses, or questions that
identify the purpose of your project

- Methodology – this section should include a description of your data collection process, analysis plan, and information about your data (qualitative, quantitative, or both)
- Results – this section should be a straightforward presentation of your results
- Discussion and Conclusion – this section should discuss the meaning and interpretation of your results and the implications of your findings, including recommendations to your client that derive from your project
- References
- Appendices – data collection instrument (i.e., survey or interview instrument)

REFERENCING THE LITERATURE

You are required to reference practitioner and academic literature. This includes referencing refereed journals prevalent in the field of criminal justice, criminology, and public Affairs that are relevant to your project. Various other journals, as well as books, may be relevant to your literature search. Contact your readers for advice on sources during the prospectus writing phase. It is not permissible to cite Wikipedia as a source in your paper. If you find a good reference through Wikipedia, then go to the original source. Make sure the source is credible (e.g. peer reviewed, in a published journal, cited by other researchers, etc.).

Example Journals in Criminal Justice and Criminology:
American Journal of Criminal Justice
Criminal Justice and Behavior
Criminal Justice Review
Criminal Justice Studies
Criminology
Criminology & Public Policy
International Journal of Offender Therapy and Comparative Criminology
Journal of Criminal Justice Education
Journal of Criminal Justice
Journal of Contemporary Criminal Justice
Journal of Quantitative Criminology
Journal of Research in Crime and Delinquency
Justice Quarterly
Justice Research and Policy
Violence Against Women
Violence & Victims

Example Journals in Public Affairs:
Academy of Management Review
Academy of Management Journal
Administration & Society
DATA COLLECTION AND ANALYSIS

You may use secondary data for your project or generate primary data. All survey and interview instruments must be approved by me before being used. I do not recommend that you collect information from a protected class (people who are unable to give informed consent, such as children, people with developmental disabilities, or other illnesses, prisoners, etc.). Please make sure to ask your second and third readers for their advice and input on your data collection instruments.

WRITING AND REVISING

The quality of the final advanced seminar project is much higher than that of a traditional term paper. Many more hours will be spent in conducting literature searches, reading related articles and reports, discussing your project with your other readers, collecting data/information, interpreting findings, and writing results. The final product will show much more depth and sophistication than a regular course term paper. Unlike a term paper which you typically write only once, you will submit drafts to your Professor and your other readers. We will give you feedback and you will revise accordingly. Be prepared for several revisions. The quality of our feedback will be consonant with the quality of your draft, so it behooves you to take the first draft seriously. Aim for the highest quality first draft so readers can provide you with substantive feedback so that your next revision meets the criteria of the Advanced Seminar Project. Please share with all your readers the comments/revision suggestions that are made by each reader (a cc: on an email suffices).

SUPPLEMENTAL DOCUMENTATION

All projects must draw upon knowledge and skills from at least three of your MCJ/MPA classes. In addition to your project, you must include a supplemental document (no more than five double spaced pages) that discusses how the knowledge and skills gained from your MCJ courses relates to your completed project. At minimum, you must identify three (3) courses (one of which must be a core class) to reference. This
information should be submitted by May 5th. You will not receive a grade for the class until this information is submitted.

PROJECT FORMATTING

At minimum, papers should follow the following guidelines:

- Set paper size for 8.5 by 11 sheets of white paper.
- The Prospectus should be between 3-5 typed pages.
- Final projects should not exceed 25 typed pages, excluding Appendices.
- Use proper citation and grammatical styles.
- Number each page (with the exception of the cover sheet and table of contents - page one should begin with your Executive Summary).
- Include a cover sheet that identifies your project, course, Professor information, and your name.
- Check spelling (at a minimum, use the computer software).
- Proofread for awkward sentence styles and construction.
- Use 1 inch top/bottom and left/right margins.
- Use 12 point Times Roman font.
- Write out numbers one through ten and use the actual number for 11 and higher.
- Maintain a formal and professional tone in the paper, but avoid passive sentence construction. Use an active voice. Simpler sentence construction is easier to read. Do not write in first person.
- Avoid jargon and excessive use of acronyms.
- Define all key terms that may not be familiar to a general audience. Assume people other than your assigned readers will read your report.
- Left justify the body of your text.

6. Final Oral Presentation

An oral presentation of your project is required. It should be brief and summarize/highlight the key findings and recommendations from your project. Do not attempt to include all of the information from your paper into your presentation. You should schedule your presentation as soon as possible. You are responsible for scheduling your presentation for a time when all of your readers are available and you should plan for a one-hour block. Your second and third readers are required to be in attendance at your presentation. Scheduling of rooms and times is accomplished by submitting an online form to Ms. Dawn Savage (Last name A-K) and Ms. Antoinette Sandoval (Last name L-Z). Upon scheduling your presentation, you are required to notify ALL readers with verification of time and date and provide them with all instructions for your presentation.

Your oral presentation should adhere to the following minimum standards:

- Be between 10 – 15 minutes in length;
- Include a professional presentation, utilizing PowerPoint;
• Include a printout of your presentation material or PowerPoint slides; and
• Include supplemental handouts, if needed.

You are required to dress professionally and treat the presentation as a formal presentation of your work. Following the submission of the final version of your paper and completion of your oral presentation, you may still be required to make changes based on your client’s needs. However, your final grade will be based on the document submitted on April 21 and your oral presentation during the week of May 5th.

**GRADING POLICIES**

Your final grade is determined by your Professor with input from your other two readers. You will be provided with a rubric (Capstone Evaluation Form) for the course which gives you a sense of the expectations regarding your performance in the areas of critical thinking, written communication, oral communication, and mastery of the topics in criminology, criminal justice, and public affairs. By following this rubric, you can target the areas you will draw on to demonstrate your proficiency in these areas. You must earn at least a B- to pass the course. No incompletes are permitted. If you fail to complete your project by the deadline, you must take the course again.

**COURSE REQUIREMENTS**

| 1. Class Begins                         | January 21 |
| 2. Client Selected and Project Information Form Due | January 27 |
| 3. Prospectus Due                       | February 3 |
| 4. Second and Third Reader Forms Due    | February 10 |
| 5. First Draft of Paper Due             | February 24 |
| 6. Full Draft of Paper Due              | March 17   |
| 7. Final and Completed Paper Due        | April 21   |
| 8. Capstone Presentations               | Week of May 5th |

**Written Deliverables**

Assignments are graded according to three functional areas: knowledge of criminology and criminal justice research, theory, and practice, critical thinking skills, and written communication.

**Knowledge of Criminology and Criminal Justice Research, Theory, and Practice:**
• The ability to demonstrate main criminology and criminal justice problem addressed;
• The ability to identify key concepts connected with the main problem; and
• The ability to demonstrate knowledge of scholarly criminology and criminal justice literature relevant to the subject (including selecting and using relevant literature and references; correctly applying relevant theory; and correctly defining important terminology)

Critical Thinking Skills:
• The ability to identify and consider the influence of the context on the main problem;
• The ability to identify and assess the quality of relevant existing literature/evidence;
• The ability to select, articulate and apply appropriate methods, and demonstration of limitations of those methods;
• The ability to understand the results and balancing evidence to reach valid conclusions and recommendations;
• The ability to evaluate implications, conclusions, and consequences of the project’s findings for criminology and criminal justice policy; and
• The ability to demonstrate appropriateness of analysis and recommendations to client’s problem.

Written Communication Skills:
• The ability to demonstrate sound and effective writing, strong and easy-to-follow organization;
• The ability to write without misspellings or grammatical errors;
• The ability to effectively use graphic and visual aids;
• The ability to follow an accepted citation style throughout project;
• The ability to effectively summarize theory, research, and practice from the literature, as well as clearly and completely explain methods used and results/findings.

Final Oral Presentation

Oral presentations are graded according to the student’s demonstration of oral communication skills.

Oral Communication Skills:
• The presentation is appropriate to the audience’s knowledge level and interests;
• Student displays clear introductory and closing remarks;
• Student can succinctly and clearly communicate the research question, method, findings, and interpretation;
• Presentation material is attractive, appropriate, easily viewed, and relevant to the topic;
• Student addresses questions satisfactorily;
- Student presents sufficient detail in presentation so audience can understand the nature of progress.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Student applications are processed by the Office of Disability Resources & Services (DRS) located at Room #2514 in the North Classroom (303-556-3450). The DRS staff will assist in determining reasonable accommodations as well as coordinating the approved accommodations. This request should be made in a timely fashion to allow the DRS office adequate opportunity to provide reasonable accommodations.

**QUESTIONS AND CONCERNS**

You may ask questions and voice concerns to me throughout the semester. I will be available for regular consultation through office hours or by appointment. In addition, you may pose questions by email or telephone. It is reasonable for you to expect a response within two working days.

**THE WRITING CENTER**

Students needing assistance with writing skills should refer to the Campus Writing Center. The purpose of the Center is to support those members of the university community who are endeavoring to become strong, independent writers. The Center is located in the Central Classroom, Room 206. Phone: 303-556-4845.

**ADDITIONAL CRITERIA FOR GRADING PROJECTS**

1. Deadlines for each paper submission are met.
2. APA style (or style requested by journal with a research paper) is used correctly.
3. Writing is clear, professional, and contains no grammatical or punctuation errors.
4. The review of literature covers essential theory, empirical research, and important references in the field. The references are well integrated in the paper, appropriately summarized, correctly interpreted, and linked to the purpose of the project.
5. The purpose of the paper is well focused, thoughtful, and meaningful.
6. The project draws on knowledge and skill gained in the program.
7. The methodology is appropriate for the purpose of the project and is correctly implemented.
8. The conclusions or recommendations are clear and valid.
9. The oral presentation communicates the findings in an accurate, effective manner.
10. The information provided is of benefit to the client and possibly other stakeholders.

11. Student communicates frequently with the client, keeping the client informed of progress and seeking the client’s input. The client reports the project meets his/her expectations and needs and student handled himself/herself in a professional manner.

12. Other readers view the project as meeting advanced seminar standards.

**TURNITIN**

This course requires electronic submission of your capstone drafts through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website.

**ACADEMIC DISHONESTY**

Students at the University of Colorado Denver are expected to be honest and forthright in their academic endeavors. To falsify one’s work, steal the words or ideas of another, turn in dual submissions of a paper, cheat on an examination, or allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced. Violations of academic dishonesty apply to attendance requirements. Acts of or attempted acts of academic dishonesty will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. You are responsible for being attentive to or observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.

**Academic Honesty** - A university’s reputation is built on a standing tradition of excellence and scholastic integrity. As members of the UC Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the university.

**Forms of Academic Dishonesty** - Students are expected to know, understand and comply with the ethical standards of the university. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the university. Academic dishonesty is defined as a student’s use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student’s work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to the following:
1. **PLAGIARISM**

Plagiarism is the use of another person’s distinctive ideas or words without acknowledgement. The incorporation of another person’s work into one’s own requires appropriate identification and acknowledgement, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

- Word-for-word copying of another person’s ideas or words
- The mosaic (the interspersing of one’s own words here and there while, in essence, copying another's work)
- The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory)
- Fabrication (inventing or counterfeiting sources)
- Submission of another’s work as one’s own
- Neglecting quotation marks on material that is otherwise acknowledged. Acknowledgement is not necessary when the material used is common knowledge.

2. **CHEATING**

Cheating involves the possession, communication or use of information, materials, notes, study aids or other devices not authorized by the instructor in any academic exercise or communication with another person during such an exercise. Examples of cheating are:

- Copying from another’s paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material
- Using a calculator when its use has been disallowed
- Collaborating with another student or students during an academic exercise without the consent of the instructor

3. **FABRICATION AND FALSIFICATION**

Fabrication involves inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves the deliberate alteration or changing of results to suit one’s needs in an experiment or other academic exercise.
4. **MULTIPLE SUBMISSIONS**

This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

5. **MISUSE OF ACADEMIC MATERIALS**

- The misuse of academic materials includes but is not limited to the following:
  - Stealing or destroying library or reference materials or computer programs
  - Stealing or destroying another student’s notes or materials or having such materials in one’s possession without the owner’s permission
  - Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor
  - Illegitimate possession, disposition or use of examinations or answer keys to examinations
  - Unauthorized alteration, forgery or falsification of academic records
  - Unauthorized sale or purchase of examinations, papers or assignments

6. **COMPLICITY IN ACADEMIC DISHONESTY**

Complicity involves knowingly contributing to another’s acts of academic dishonesty.

These examples of academic dishonesty shall not be construed to be comprehensive. All infractions will be dealt with on an individual basis according to university policies and procedures. Moreover, it is the obligation of each student to meet the standards of academic integrity. If you are found in violation of academic dishonesty, you will not pass this course. No exceptions, no second chances, no apologies.