COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: SOC 118 ID1 (5439), Intro. To Criminal Justice
Semester and Term: Fall 2015
Day and Dates: Wednesdays, 8/26/2015 – 9/23/2015
Time: 6pm – 10pm
Campus Location: Bridgeport

Course Description:
This course is intended to introduce you to the field of criminal justice, with an emphasis on how the criminal law and the U.S. constitution operate in an attempt to achieve order and protect individual rights.

Prerequisite Courses: None

Course Code: CJ-C, LA SsC, SS

Instructor & contact information: Mark Sinise
Email: msinise@bridgeport.edu, mark.sinise@gmail.com
203-943-8728

To order textbooks, go to the bookstore website at ubcampusstore.com

Learning Outcomes:
Upon completion of this course the student should be able to:
The course objective is to assist the student to (1) understand the main components of the criminal justice system: police, courts, and corrections; (2) understand the concept of justice as it is applied in the United States criminal justice system; (3) be able to follow our system through each component from arrest to sentencing; (4) obtain an overview of the U.S. correctional system; (5) understand the role of local, state and federal law enforcement officers; and (6) obtain an overview of the U.S. court system.
First Assignment Prior to the First Class:

5 points- Introductory e-mail -Please e-mail me prior to the first class and introduce yourself as a student in this course. In this introduction use the same spelling and grammar that you would for any professional correspondence and include your goals for this course. In your email subject, please type “INTRODUCTORY E-MAIL”.

Read chapters one, two and three.

Please bring in a newspaper/ web based article about the criminal justice system (police news, court case, prison issue, etc.).

Assignments:

Weekly Tests:

On the 2nd, 3rd, 4th and 5th week of the class, students will be given a 20 question quiz, each made up of multiple choice, fill in the blank and true-false questions.

Movie Assignments:

Starting on Week 2 and continuing through Week 4, the students will watch a movie during class. The movies will be consistent with the themes of the class. Movie #1 will about the Police, Movie #2 will be about Courts, and Movie #3 will be about Corrections. The students will turn in a reaction paper about each movie that will be due the next week.

Research Paper:

You will choose a topic related to policing/police activity/ police in the news, a current court case or corrections. The paper should be 5-7 pages in length…APA citations, a minimum of 3 sources, 1 inch margins, Times New Roman, 12 pt font or Arial, 11 pt font.
## Description of Weekly Sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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</thead>
</table>
| **First Session** | • Introductions  
• Syllabus Review  
• Discussion of Chapter 1  
• Discussion of Chapter 2  
• Discussion of Chapter 3 | 5 point- Introductory e-mail- Please e-mail me *prior* to the first class introducing yourself as a member of the class. In this introduction use the same spelling and grammar that you would for any professional correspondence and include your goals for this course.  
   Read Chapters one and two & three and be ready to discuss it.  
   • Bring in relevant article. |
| **Second Session** | • Discussion of Chapter 4  
• Discussion of Chapter 5  
• Discussion of Chapter 6  
• Movie #1 Police | Read Chapters 4, 5, and 6  
• Quiz #1 |
| **Third Session** | • Discussion of Chapter 7  
• Discussion of Chapter 8  
• Discussion of Chapter 9  
• Movie #2 Courts | Read Chapters 7, 8 and 9  
• Quiz #2  
• Movie Assignment #1 Due  
• Final Research Paper Topics Due |
| **Fourth Session** | • Discussion of Chapter 10  
• Discussion of Chapter 11  
• Discussion of Chapter 12  
• Movie # Corrections | Read Chapters 10, 11 and 12  
• Movie Assignment #2 Due  
• Quiz #3 |
| **Fifth Session** | • Discussion of Chapter 13 | Read Chapters 13  
• Research Paper Due (5-7 pages)  
• Quiz #4  
• Movie Assignment #3 Due |
Grading Criteria:

5 points - Introductory e-mail - Please e-mail me prior to the first class and introduce yourself as a student in this course. In this introduction use the same spelling and grammar that you would for any professional correspondence and include your goals for this course.

15 points – Attendance and Participation - Attendance and participation are key components to completing this course successfully. It is not possible to earn points in this area by simply showing up - you must also participate by asking questions and making thoughtful comments relevant to the reading and class material. Students who attend class late, or leave early earn pro-rated points for attendance.

30 points – Research Paper. You will choose a topic related to policing/police activity/police in the news or corrections. The paper should be 5-7 pages in length...APA citations, a minimum of 3 sources, 1 inch margins, Times New Roman, 12 pt font or Arial, 11 pt font. Each of the student’s Research papers shall be graded based upon following five (5) elements contained in the student’s essay answer:

1. The student’s recognition of the issues & concepts presented in paper
2. The student’s discussion and analysis of those issues & concepts
3. The student’s conclusion(s) about those issues and concepts
4. The student’s overall organization of the essay answer
5. The student’s attention and care to spelling, use of language (grammar), overall readability

25 points – Weekly Quizzes. Quizzes are each made up of multiple choice, fill in the blank and true-false questions. Quizzes will be based on the text book chapters and class discussions.

25 points – Movie assignments. On the 3rd, 4th and 5th week of the course, the students will have to hand in a reaction paper about the movies shown in class. The instructor will hand out the assignment at the completion of each movie. This will be a 1-2 page paper, 1 inch margins, Times new Roman, 12 pt font or Arial, 11 pt font

Letter Grading Scale:

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<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
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<tr>
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<td>A-</td>
<td>73-70</td>
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<td>89-87</td>
<td>B+</td>
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<td>86-84</td>
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<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
▪ Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
▪ Missing two or more class sessions will be cause for a failing grade.
▪ Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and
pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp. The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in. Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.
Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.
IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
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<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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</table>

CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

Directions to IDEAL Campus locations | [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243.
Reaction / Response Essay
Description: A Reaction/Response Essay is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research essay and investigation into other sources is not necessary.

Questions you might ask yourself:

▪ How do you feel about the topic?
▪ Do you agree with the author’s conclusion based on the presentation of facts?
▪ Could there have been another interpretation?
▪ How has this reading impacted your view of the topic?
▪ Did you realize something that was unknown to you before?
▪ Did the reading simply reinforce ideas and beliefs you already had about the topic?
▪ Did you in anyway identify with the topic?

In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the essay is for you to understand your reaction/response to the topic and express it in a logical, succinct and compelling manner.

Essay Format:
▪ APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
▪ Length: 2-3 Pages or 650-1,200 words.
▪ Typed using 1” Margins; Double-spaced; 12 point font.
▪ Include: Your Name; Course Name; Instructor’s Name; Title; and Date.

Introductory Paragraph:
▪ Introduce the presentation of the topic; Book or Article Title, Author, and the year it was published.
▪ Very brief summary of the topic.
▪ Thesis statement: Describe the specific issue that you are responding or reacting to; agree, disagree, connect with, evaluate etc.

Organizing Ideas, Opinions, and Viewpoints:
▪ Thesis statement forms the basis of the essay.
▪ Decide on a few key ideas that express your thesis statement.
▪ Describe at least three of these key ideas.
▪ Develop your ideas in each paragraph by using examples, giving details, and using material from the presentation.
▪ While the use of the first person “I” is generally not appropriate for academic essays, it is appropriate for a response/reaction essay since it is your personal response.

Body of the Essay:
Discuss the topic and your response/reaction to it referring to the presentation. If disputing the facts or the conclusions, give solid reasons to support your interpretation.
While this is not a research essay, you can certainly refer to class lectures, other readings or books. Always be accurate with the titles and authors. If you use any quotes from the text book, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.
Concluding Paragraph:
Reiteration of your thesis statement and restatement of your response/reaction.
Conclude.

GRADING RUBRIC REACTION/RESPONSE ESSAY

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>The introductory paragraph gives reference to the source of the topic by indicating the title, author and publication date, provides a brief and concise summary of the topic and has a specific thesis statement which reflects the writer's reaction and builds an expectation in the reader.</td>
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<tr>
<td>Body of the essay has a well-written topic sentences and is well-supported with effective citations and clear, mature, and original ideas and refers to the original source whenever necessary. The concluding paragraph rephrases main points and ends with an original and meaningful concluding comment.</td>
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<tr>
<td>Organization: All ideas are relevant to each other and to the thesis statement. Sentences and paragraphs are logically ordered and smoothly connected to one-another with a variety of appropriate linking devices and reference words, and/or repetition of key words.</td>
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<tr>
<td>Grammar &amp; Mechanics: Sentence forms are accurate. Word choice is accurate and varied. Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/summary/paraphrase). In-text and end-text references are complete and in the right format.</td>
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Critical Essay

Description: A Critical Essay is a short piece of writing that evaluates a particular work (a book, an essay, a movie, a painting, an article, etc.). However, the critical essay is more than just a summary of the contents of the other work or your opinion of its value. The critical essay is an objective analysis of the work, examining both its positive and negative aspects. The critical essay is informative and stresses the work rather than your opinion. You need to support any observations or claims you make with evidence, supporting evidence within the work itself or in other external sources.

Essay Format:
- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 800-1,500 words, 3-5 Pages
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Footnotes: Only required if you quote from outside the course text.
- Works Cited: Not required

Introductory Paragraph:
- Introduce the work briefly summarizing the primary topic(s). Include the work's title.

Organizing Ideas:
- Thesis statement forms the basis of the Essay
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and perhaps using quotes (from the reading and from other sources if you’d like).
- The use of the first person “I” is not appropriate for an academic essay.

Body of the Essay:
Develops your ideas and explains the topic. Support your thesis with detailed evidence (quotes and paraphrases) from the work examined. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the worth, utility, excellence, distinction, truth, validity, beauty, or goodness of something. The essay should provide information, interpretation, and evaluation. The essay will explain the meaning of the work, therefore requiring your correct understanding of it.

Concluding Paragraph:
Reiteration of your thesis statement and wrap up of information. Conclude.
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<tr>
<td>Introduction: An engaging introduction, states clearly the main topic and previews the structure of the essay.</td>
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<tr>
<td>Thesis Statement: Clearly and concisely states the essay’s purpose, which is engaging and thought-provoking.</td>
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<td>Main Point / Body of the Essay: Well developed main points/topic sentences that relate directly to the thesis. Supporting examples are concrete and detailed. The analysis is developed with an effective point of view.</td>
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<td>Conclusion: The conclusion is engaging and restates the thesis.</td>
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<tr>
<td>Organization: Logical progression of ideas with a clear structure that enhances the thesis. Transitions are effective and vary throughout the paragraph, not just in the topic sentences.</td>
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<td>Style: Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
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<tr>
<td>Grammar &amp; Mechanics: Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase).</td>
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Research / Thesis Essay

Description: A Research/Thesis Essay is a writing assignment where you may either:

a) research a specific topic to gain better insight and then express your interpretations and evaluations, or,

b) make a persuasive argument or take a stand on an issue and then provide evidence to prove the validity of your points.

It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the Declaration of Independence is a secondary source, while the actual Declaration of Independence is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

Essay Format:
- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 2,000-2,500 words, 4-7 Pages
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Footnotes: Required
- Works Cited: Required
- Use at least three (3) outside sources (books, articles, commentaries).

Introductory Paragraph:
Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your essay.

Organizing Ideas:
- Thesis statement forms the basis of the essay
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and using quotes
- The use of the first person “I” is not appropriate for a research essay.

Body of the Essay:
- Present your ideas in a logical way with references to texts.

Concluding Paragraph:
- Reiteration of your thesis statement and summary of your arguments or points.
- Conclude.
# GRADING RUBRIC RESEARCH / THESIS ESSAY

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<td>Main Point / Body of the Essay: Well developed main points/topic sentences that relate directly to the thesis. Each paragraph has thoughtful supporting detail sentences that develop the main idea.</td>
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<td>Organization: Logical and subtle sequencing of ideas through well-developed paragraphs. Transitions are effective and enhance the organization of the essay.</td>
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<tr>
<td>Conclusion: The conclusion is engaging and restates the thesis.</td>
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<tr>
<td>Style: Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
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<td>Grammar &amp; Mechanics: Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase).</td>
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<td></td>
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<tr>
<td>Citation: All cited works, both text and visual, are done in correct format with no errors.</td>
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<tr>
<td>Bibliography: Don in the correct format with no errors. Includes more than 5 major references (e.g. journal articles, books, but no more than two internet sites).</td>
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Online Discussion Assignment – Strategies for Interaction
A discussion board or threaded discussions (known also as “Discussions” in Canvas) are one of the most commonly used tools in online and hybrid teaching. Discussion forums provide the ability for asynchronous discussion to occur over a period of time. Students are able to reflect upon their ideas before sharing them with the class, leading to more reflective responses and in-depth learning. The Discussion Assignment should guide students into greater peer-to-peer learning by allowing students to respond to the work of each other, develop writing and thinking skills, and build a community of learners that will add to the online/classroom experience. Some practical suggestions are listed below to assist you in making the most of this teaching and learning tool.

Questioning Techniques for Stimulating Interaction
Questioning and listening are important tools for eliciting students participate. The following present some examples of questions to prompt and guide student involvement and tips to improve listening skills. [The section on questioning and listening quote from an article by Robert L. Jacobson (25 July 1984) in which David Garvin of the Hartford Business School is interviewed about these instructional tools.]

- Broad diagnostic questions that provide a springboard for opening up a discussion, such as ‘What’s your interpretation [of a given situation]?’ and ‘What the problem?’
- Specific questions of ‘action or decision,’ calling on students to suggest, for example, what someone in a given situation should do.
- Questions of extension and synthesis, such as ‘How does the comment tie in [with another student’s comment]?’ and ‘Can you carry that particular plan a bit further?’... ‘What are the implications [of a student’s observation] for issues we’ve been discussing?’
- Questions of priority or ranking: ‘What’s the most important issue?’
- Questions that challenge and test: ‘Do you really believe that?’ ‘What’s the evidence to support your view?’
- Simple questions of clarification: ‘What do you mean by that?’
- Hypothetical questions: ‘Suppose that, instead of being the smallest company, the firm was the largest—would that change your recommendations in any way?’ or ‘Suppose, instead of being black, the kid had been white—would the issue have come up?’
- Summary questions: ‘What themes or lessons have emerged from this discussion?’

Interactive Assignments that Work in Classroom and Online
Communications with the instructor might be more productive and satisfying for the students when focused on problem solving or being helping students to analyze and make sense of information. What follows are suggestions for promoting interaction that engages students in various ways and that helps promote a greater sense of closeness between the students and the instructor.*

The What-If Problem: Beginning a class with a question promotes interest and students motivation. But, if more complicating conditions are added to the stated question, students are challenged to be problem solvers. Giving each student a different condition or qualifier and asking each for its response promotes interaction. As part of the questioning process and as an answer to the what-if problem, students can be asked to identify, to justify, to make predictions, and to give opinions. Ending the class
with a question that relates to a given problem helps you evaluate the class understanding of the instruction and helps clarify the presentation.

**The Planned Group Discussion:** Give students a topic to discuss as a group. First, give them several minutes to think about the topic, and then have them share their points of view with each other in a group. Each group has an equal amount of time for discussion, and then the group selects someone to summarize and present the group’s viewpoints. End the discussion with a class summation that relates the viewpoints of the different groups.

**The Case Study:** Teams or small groups can be structured to experience “real world” decision-making and problem solving using a factual situation that has taken place involving an individual, group, or organization. The case is presented in a short lecture that leads to pivotal points where decisions must be made. Students make their own analysis and discuss with their team the implications of their own decisions. Then they report the result back to the class for a general discussion.

**Using Media Reenactment:** Exhibit a film [use of YouTube embedded in Canvas is useful] portraying a scene with a dilemma or other compelling action and then stop it at a crucial moment. Generate a group discussion to explore the consequences of choosing different actions to resolve the difficulties in the scene. The class may even vote on which action they would want next. Then start the film at that point to show what action was subsequently taken. Initiate a concluding discussion for student reactions to the subsequent resolution.

**Brainstorming:** This problem-solving activity stimulates and generates idea. Starting with a clearly defined problem, which may be presented as a case study, a story, a report, or a news article, students in groups come up with as many ideas as possible in rapid succession. A group leader summarizes and presents the ideas, and then a class discussion follows. Students may want to submit their own article or stories to the class for brainstorming.

**Interviews:** Conducting interviews combines process with content. Students must prepare clear and concise questions, develop a questioning strategy, and record and report findings relevant to a purpose or objective. A discussion and application of new knowledge from the interview can be follow-up activities. The interviews may be conducted outside the class with people familiar with the students.

**One-Minute Papers (Half-Sheet Responses):** In this activity, students are asked for short written responses to one or two questions. These questions may be general or specific and can relate to the course content, how their expectations are being met (or not), how the course is being conducted, or their satisfaction with their own level of learning. The students, who write on a half sheet of paper or index card, may answer with several words or sentences. The responses can be reviewed for immediate feedback by small groups or handed in for your review and response at the next class.

**Role-Playing:** Students examine a topic, viewpoint, or situation by adopting a new identity and spontaneously interacting. In planning role-playing, you should determine how much background information and structure to give the identities or roles. A given role can have limited responses. When students observe role-playing, they can analyze and understand different points of views while improving human interaction skills and developing group problem-solving skills. A discussion that focuses on their understanding and awareness should follow.
Debates: a formal discussion structured with a pro and con side of an issue or problem can involve two teams of three or four students. The rules and procedures of the debates should be established, and the team should be given time to develop their arguments and strategies. The debate form is structured with presentations, rebuttals, and summaries which can be followed with a class discussion. A panel of students can act as judges of the debate to determine a winner. Student skills in analysis, communication, and persuasion are strengthened.

*This section was based on information in the following sources:

Grading Rubric for Discussion Postings
Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential. Please review the grading rubric below for how postings will be evaluated.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Contribution to the Classroom: Posting is insightful, thorough, and interesting.</td>
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<tr>
<td>Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
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<tr>
<td>Demonstrated Understanding of the Reading Assignment Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</td>
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<tr>
<td>Grammar, Mechanics, Spelling, and Sentence Structure Posting is highly polished; no grammar or spelling errors.</td>
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## GRADING CRITERIA & POLICIES

The end of course performance criteria or expectation for each letter grade can be defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements &amp; Performance Criteria</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
<tr>
<td>1.</td>
<td>Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.</td>
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<tr>
<td>2.</td>
<td>Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.</td>
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<td>3.</td>
<td>Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.</td>
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<td>4.</td>
<td>Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.</td>
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<td>5.</td>
<td>All assignments completed and submitted within the time allowed.</td>
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<tr>
<td><strong>B</strong></td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
<tr>
<td>1.</td>
<td>All of the “A” work, but with less accomplishment.</td>
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<tr>
<td>2.</td>
<td>Accurate understanding of readings and issues, with the ability to do more than repeat the text.</td>
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<tr>
<td>3.</td>
<td>A critical stance, with some effort, not always successful, to defend that stance.</td>
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<tr>
<td>4.</td>
<td>Some attempt to find personal meaning, with at least hints of originality and creativity of thought.</td>
</tr>
<tr>
<td>5.</td>
<td>Very clear expression of thoughts and ideas.</td>
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<tr>
<td><strong>C</strong></td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
<tr>
<td>1.</td>
<td>A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.</td>
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<tr>
<td>2.</td>
<td>Some attempt to take a critical stance, but with little effort or success in defending that stance.</td>
</tr>
<tr>
<td>3.</td>
<td>Some attempt to find personal meaning.</td>
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<tr>
<td>4.</td>
<td>Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.</td>
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<tr>
<td><strong>D</strong></td>
<td>Students achieving this level will have demonstrated the following:</td>
</tr>
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</table>
1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
2. Generally lacking in critical stance or in a defense of that stance.
3. Lack of understanding or an attempt to find personal meaning.