

**ITT Technical Institute**  
**CJ2799**  
**Criminology and Forensic Technology**  
**Capstone Project**  
**Onsite Course**

**SYLLABUS**

---

**Credit hours:** 4.5

**Contact/Instructional hours:** 60 (30 Theory Hours, 30 Lab Hours)

**Prerequisite(s) and/or Corequisite(s):**

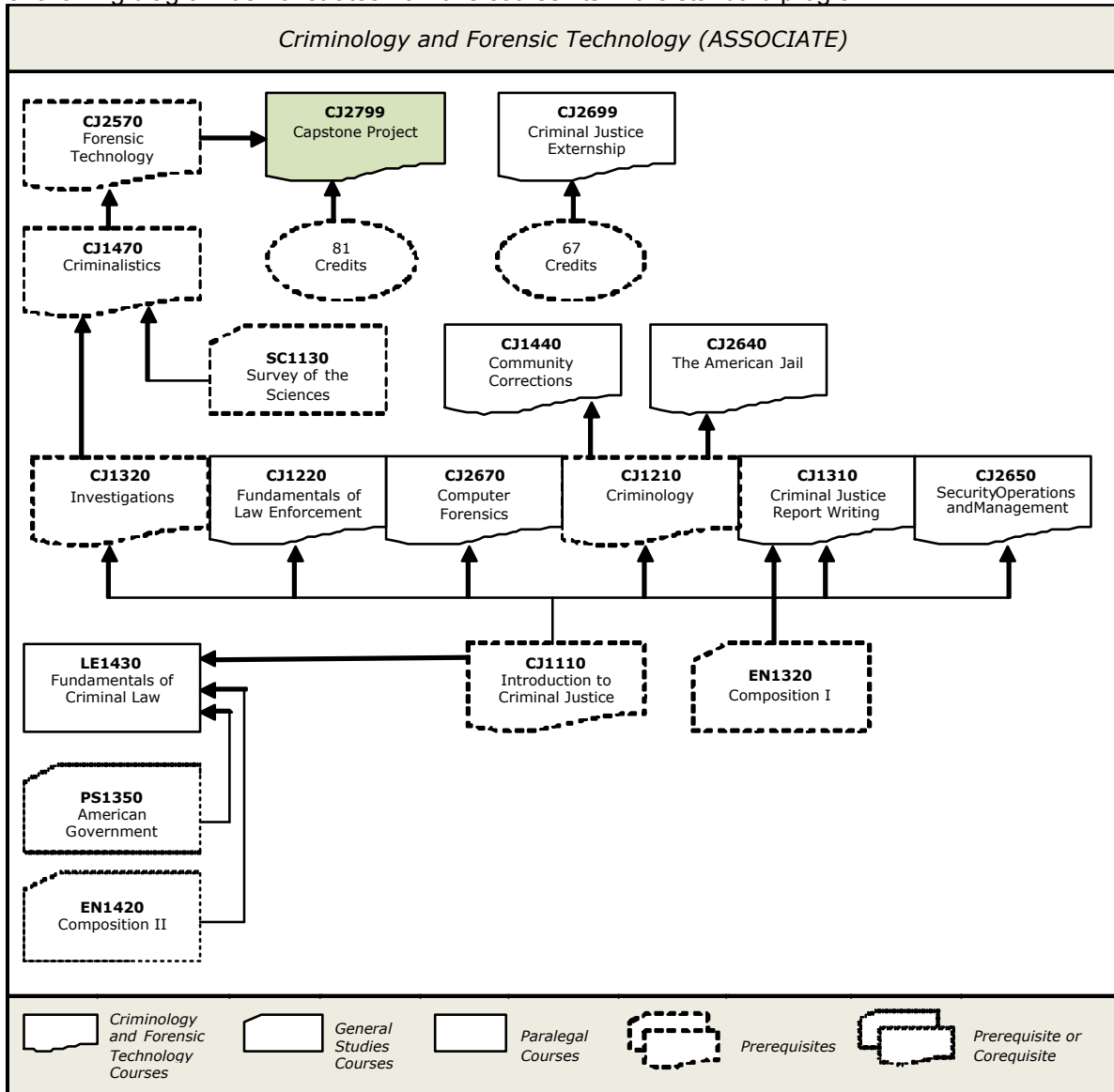
Prerequisites: Must be taken during the student's final quarter of study, and requires prior satisfactory completion of CJ2570 Forensic Technology or equivalent study including CJ2570 Forensic Technology or equivalent

**Course Description:**

This is a culminating course in the Criminology and Forensic Technology program. Students are given the opportunity to demonstrate skills and knowledge developed from courses in the program.

## Where Does This Course Belong?

The following diagram demonstrates how this course fits in the standard program:



**NOTE:** Refer to the catalog for the state-specific course and program information, if applicable.

---

This course is required for the Criminology and Forensic Technology program. This program covers the following core areas:

- Basic principles of criminal justice
- Ethical considerations related to criminal justice
- Review of criminological theory
- Review of the American Jails, theories, and information surrounding probation, parole, and sentencing
- Review of the basic information for criminalistics, and crime scene investigation
- Review of information concerning security operations
- Review of computer-related crimes

## Course Summary

---

### Major Instructional Areas

1. Basic principles of criminal justice
2. Ethical considerations related to criminal justice
3. Project design, development, and implementation
4. Technical or business presentation of a solution
5. General skills assessment

### Course Objectives

1. Relate and apply important concepts of criminal justice to the actual capstone project proposed for this course.
2. Integrate and apply knowledge acquired in the program to provide effective technological solutions to given problems.
3. Document solutions to a problem in detail by applying critical thinking and resolution skills.
4. Present and defend a proposal professionally in spoken and written forms.
5. Complete a comprehensive skills assessment for the program of study.
6. Evaluate criminal justice systems.
7. Assess theoretical and practical aspects of criminal investigation procedures.
8. Evaluate the role of forensics in criminal justice.
9. Demonstrate the use of forensics in a criminal justice case study.
10. Classify threats posed by cybercrimes.
11. Incorporate proper interviewing and interrogation techniques and tactics into a criminal investigation.
12. Diagnose security risks to protect lives, property, and proprietary information.

## Learning Materials and References

### Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
<ul style="list-style-type: none"> <li>Schmallegger, F. J., Peak, K. J., Goodman, D. J., Wallace, H., Roberson, C., Champion, D. J., et al. Criminology and Forensic Technology, Custom ed. (2013). Boston, MA: Pearson Custom</li> </ul>	■		
Other Items	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
SmartDraw		■	
Identi-Kit		■	

### Technology Requirements

Students should have access to the Internet, the ITT Tech Virtual Library, and the new ITT Technical Institute E-portfolio.

### Recommended Resources

#### Books, Professional Journals

- Federal Bureau of Investigations Law Enforcement Bulletin: <http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/leb>
- Online Police Magazines: <http://www.policemag.com>, <http://www.policeone.com> and <http://www.officer.com>
- International Association of Chiefs of Police: <http://www.iacp.org>
- Correction Online Magazine: <http://www.correctionsone.com>
- Campus Security Online Magazine: <http://www.campussafetymagazine.com>
- The Internet Journal of Criminology: <http://www.internetjournalofcriminology.com>
- National Criminal Justice Association: <http://www.ncja.org/>

#### Professional Associations-

\*\*\*\* Check with your chair to determine if there are any local chapters of these national/regional organizations \*\*\*\*

- International Association of Identification: <http://www.theiai.org>
- International Association of Chiefs of Police: <http://www.iacp.org>
- International Association of Women Police: <http://www.iawp.org>
- National Sheriffs Association: <http://www.sheriffs.org>
- National Organization of Black Law Enforcement Executives: <http://www.noblenatl.org>
- National Association of Legal Investigators: <http://www.nalionline.org/>

- American Society of Industrial Security: <http://www.asisonline.org>
- National Emergency Management Association: <http://www.nemaweb.org>
- International Association of Campus Law Enforcement Administrators: <http://www.iaclea.org>
- International Law Enforcement Educators and Trainers Association: <http://www.ileeta.org>
- American Correctional Association: <http://www.aca.org>
- American Jails Association: <http://www.aja.org>
- American Probation and Parole Association: <http://www.appa-net.org/eweb/>
- International Foundation for Protection Officers: <http://www.ifpo.org>
- Association of Certified Background Investigators: <http://www.acbi.net>
- Academy of Criminal Justice Sciences: <http://www.acjs.org/>
- American Society of Criminology: <http://www.asc41.com>
- Midwestern Criminal Justice Association: <http://mcja.org/>
- Southern Criminal Justice Association: <http://www.scja.net>
- Federal Criminal Investigators Association: <http://www.fedcia.org>
- The Loss Prevention Foundation: <http://www.losspreventionfoundation.org>
- Western Association of Criminal Justice:

<http://www.wacj.org/>

- Northeastern Association of Criminal Justice Sciences: <http://www.personal.psu.edu/pup1/>
- Southwestern Criminal Justice Association: <http://swacj.org/>
- National Defender Investigators Association: <http://ndia.net/>

**NOTE:** All links are subject to change without prior notice.

## Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Criminal Investigations
- Criminology
- Interview and Interrogation
- Stan B. Walters
- John G. Reid
- Probation and Parole
- Criminalistics
- Community Policing
- Kelling and Wilson
- Security Management

## Suggested Learning Approach

---

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"> <li>▪ Do take a proactive learning approach.</li> <li>▪ Do share your thoughts on critical issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Don't assume there is only one correct answer to a question.</li> </ul>

and potential problem solutions.

- Do plan your course work in advance.
- Do explore a variety of learning resources in addition to the textbook.
- Do offer relevant examples from your experience.
- Do make an effort to understand different points of view.
- Do connect concepts explored in this course to real-life professional situations and your own experiences.

- Don't be afraid to share your perspective on the issues analyzed in the course.
- Don't be negative about the points of view that are different from yours.
- Don't underestimate the impact of collaboration on your learning.
- Don't limit your course experience to reading the textbook.
- Don't postpone your work on the course deliverables—work on small assignment components every day.

## Course Outline

<b>Unit 1: WELCOME BACK TO THE START</b> Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>Describe the development of the criminal justice system.</li> <li>Describe the major components of the criminal justice system.</li> <li>Project the future of the criminal justice system.</li> </ul>			<b>Out-of-class work:</b> 9 hours
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 1-3</li> </ul>		
	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		3 hrs.
	Complete Assignment 1		2 hrs.
	Complete Assignment 2		2 hrs.
Work on Project Part 1		2 hrs.	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 1 Assignment 1: Criminal Justice?	1%
		Unit 1 Assignment 2: Rights and the Future	1%

<b>Unit 2: CRIMINOLOGY</b> Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>Describe the concepts of criminology.</li> <li>Correlate crime patterns/trends with gender/age/ethnicity and socioeconomic status.</li> <li>Critique the various criminology theories.</li> </ul>			<b>Out-of-class work:</b> 12 hours
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 4-14</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		4 hrs.
	Complete Assignment 1		2 hrs.
	Complete Assignment 2		2 hrs.
	Work on Project Part 2		2 hrs.
Start Research Paper		2 hrs.	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 2 Assignment 1: Your Favorite Theory	1%
		Unit 2 Assignment 2: Deviance	1%

<b>Unit 3: LAW ENFORCEMENT</b> Upon completion of this unit, students are expected to:			<b>Out-of-class</b>
---	--	--	---------------------



<ul style="list-style-type: none"> <li>Analyze the historical development of policing in the United States.</li> <li>Differentiate the major law enforcement arms of federal, state, and local governments.</li> <li>Analyze discretionary use of authority.</li> <li>Compare and contrast the principles and strategies of community- and problem-oriented policing.</li> <li>Describe the protections offered to citizens by the Fourth, Fifth, and Sixth Amendments to the United States Constitution.</li> </ul>			<b>work:</b> 11 hours
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 15-19</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		4 hrs.
	Complete Assignment 1		2 hrs.
	Complete Assignment 2		2 hrs.
	Work on Project Part 3		2 hrs.
Continue work on Research Paper		1 hr.	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 3 Assignment 1: Police Patrol	1%
		Unit 3 Assignment 2: Discretionary Authority	1%

<b>Unit 4: CRIMINAL JUSTICE REPORTING</b>			<b>Out-of-class work:</b> 10 hours
Upon completion of this unit, students are expected to:			
<ul style="list-style-type: none"> <li>Describe the reasons clear, concise, complete, and accurate reports are important to criminal justice professionals.</li> <li>Explain the appropriate use of tone, purpose, and audience when applied to various criminal justice reports.</li> <li>Write criminal justice reports of various types using the basic steps of report writing: gather, record, organize, write, and evaluate.</li> </ul>			
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 20-29</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		4 hrs.
	Complete Assignment 1		1 hr.
	Complete Assignment 2		2 hrs.
	Work on Project Part 4		2 hrs.
Continue work on Research Paper		1 hr.	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 4 Assignment 1: The Smokinggun.com Critique	1%
		Unit 4 Assignment 2: Rookies	1%

<b>Unit 5: INVESTIGATIONS</b>			<b>Out-of-class work:</b> 12 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>• Implement a criminal investigation.</li> <li>• Compare and contrast different types of evidence and the role of evidence in the criminal investigative processes.</li> <li>• Analyze the major investigative techniques used in criminal investigation.</li> </ul>			
<b>READING ASSIGNMENT</b>	• Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 30-35		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		5 hrs.
	Complete Assignment 1		2 hrs.
	Complete Assignment 2		2 hrs.
	Work on Project Part 5		2 hrs.
Continue work on Research Paper		1 hr.	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 5 Assignment 1: Amanda Knox	1%
		Unit 5 Assignment 2: Smiley Face Killer	1%

<b>Unit 6: CORRECTIONS (JAILS AND THE COMMUNITY)</b>			<b>Out-of-class work:</b> 12 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>• Analyze the historical development of the jail system.</li> <li>• Describe the primary functions of the jail.</li> <li>• Describe the primary concerns of jail security.</li> <li>• Describe the presentence investigation, sentencing process, and judicial decisions.</li> <li>• Critique the history, philosophy, goals, and functions of probation.</li> <li>• Critique the history and evolution of parole.</li> </ul>			
<b>READING ASSIGNMENT</b>	• Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 36-40		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		5 hrs.
	Complete Assignment 1		2 hrs.
	Complete Assignment 2		2 hrs.
	Work on Project Part 6		2 hrs.
Continue work on Research Paper		1 hr.	
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 6 Assignment 1: Past, Present, and the Future	1%
		Unit 6 Assignment 2: Privatization of Prisons?	1%

<b>Unit 7: FORENSICS</b>			<b>Out-of-class work:</b>
Upon completion of this unit, students are expected to:			

<ul style="list-style-type: none"> <li>Define forensic science and criminalities.</li> <li>Review the common types of physical evidence encountered at crime scenes.</li> <li>Describe how to collect physical evidence at all crime scenes.</li> <li>Describe procedures for collecting physical and biological evidence.</li> <li>Describe best practices for processing firearms and death evidence.</li> <li>Create photos with correct lighting to capture accurate information and relational evidence.</li> <li>Evaluate use of physical evidence to reconstruct a crime scene.</li> </ul>		13 hours	
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 41-51</li> <li>and Lab Manual</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>	<b>Estimated Time</b>	
	Complete the reading assignment	5 hrs.	
	Complete Assignment 1	2 hrs.	
	Complete Assignment 2	2 hrs.	
	Develop Resume and Cover Letter	2 hrs.	
Work on Project Part 7	2 hrs.		
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 7 Assignment 1: Suspect Identification	1%
		Unit 7 Assignment 2: Amanda Knox, Part 2	1%

<p><b>Unit 8: COMPUTER CRIMES</b></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>Define computer crime.</li> <li>Define the categories of computer crimes.</li> <li>Describe the basic components of a computer system in relationship to the computer forensic tools that interact with those components.</li> <li>Analyze the relationship between the First Amendment and computer crime.</li> <li>Analyze the relationship between the Fourth Amendment and computer crime.</li> <li>Research topics related to computer forensics using the ITT Tech Virtual Library.</li> </ul>		<b>Out-of-class work:</b> 12 hours	
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 41-51</li> <li>and Lab Manual</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>	<b>Estimated Time</b>	
	Complete the reading assignment including lab manual	5 hrs.	
	Complete Assignment 1	2 hrs.	
	Complete Assignment 2	2 hrs.	
	Complete Assignment 3	1 hr.	
Work on Project Part 8	2 hrs.		
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Assignment	Unit 8 Assignment 1: ICAC	1%
		Unit 8 Assignment 2: Modern Day Pirates	1%
Unit 8 Assignment 3: Career Focus		1%	

<b>Unit 9: LAW</b> Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>Analyze the historical background of criminal law.</li> <li>Analyze the fundamentals of criminal law.</li> <li>Describe the criminal act and mental elements in the commission of a crime.</li> </ul>			<b>Out-of-class work:</b> 10 hours
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 57-59</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		2 hrs.
	Complete Assignment 1		2 hrs.
	Complete Assignment 2		1 hr.
	Complete Assignment 3		1 hr.
	Work on Project Part 9		2 hrs.
	Continue work on Research Paper		2 hrs.
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 9 Assignment 1: Social Contract Theory	1%
		Unit 9 Assignment 2: Newspaper	1%
		Unit 9 Assignment 3: Career Focus Part 2	1%

<b>Unit 10: SECURITY MANAGEMENT</b> Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>Describe the role of security in society.</li> <li>Differentiate different threats to safety/security.</li> <li>Analyze the legal environment that impacts private security.</li> <li>Describe risk assessments and security surveys.</li> </ul>			<b>Out-of-class work:</b> 12 hours
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>Schmallegger, et. al., <i>Criminology and Forensic Technology</i> Chapters 160-64</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete the reading assignment		4 hrs.
	Complete Assignment 1		2 hrs.
	Complete Assignment 2		2 hrs.
	Work on Project Part 10		2 hrs.
	Continue work on Research Paper		2 hrs.
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation (% of all graded work)</b>
	Assignment	Unit 10 Assignment 1: Whale Wars	1%
		Unit 10 Assignment 2: Wrapping It Up	1%

**Unit 11: FINAL PROJECT PRESENTATION**
**Out-of-class**

<b>work:</b> 10 hours			
<b>READING ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>None</li> </ul>		
<b>OUTSIDE WORK</b>	<b>Activity</b>		<b>Estimated Time</b>
	Complete Presentation 1		3 hrs.
	Complete Project for final submission		4 hrs.
	Finalize Research Paper		3 hrs.
<b>GRADED ACTIVITIES / DELIVERABLES</b>	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
	Presentation	Unit 11 Presentation 1	23%
	Project	Unit 11 Project—Final Submission	30%
	Research	Unit 11 Research Paper 1	25%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

## Evaluation and Grading

### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	22%
Project	30%
Presentation	23%
Research Paper	25%
<b>TOTAL</b>	<b>100%</b>

### Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

## CJ2799—COURSE SNAPSHOT

Grading Category	Grade Book Category Weight (% of Course Total)	Unit	Activity/ Graded Deliverable	Grade Allocation (% of Course Total)	Measuring Rubric* (Grade Book Assignment Name)
A. Project	30%	11	Final Project Submission	30%	A-1-1 Writing Reports (4%) A-2-1 Crime Scene (4%) A-3-1 Ethical Dilemmas (4%) A-4-1 Legal Procedures (4%) A-5-1 Use of Computers (4%) A-6-1 Communication (4%) A-X1-2 Deadlines (2%) A-X1-3 Quality of Work (2%) A-X2-2 Information Analysis (2%)

B. Presentation	23%	11	Presentation	23%	B-1-1 Writing Reports (3%) B-2-1 Crime Scene (3%) B-3-1 Ethical Dilemmas (3%) B-4-1 Legal Procedures (3%) B-5-1 Use of Computers (3%) B-6-1 Communication (3%) B-X1-2 Deadlines (2%) B-X1-3 Quality of Work (2%) B-X2-2 Information Analysis (1%)
C. Research Paper	25%	11	Research Paper	25%	C-1-1 Writing Reports (3%) C-2-1 Crime Scene (3%) C-3-1 Ethical Dilemmas (3%) C-4-1 Legal Procedures (3%) C-5-1 Use of Computers (3%) C-6-1 Communication (3%) C-X1-2 Deadlines (2%) C-X1-3 Quality of Work (2.5%) C-X2-2 Information Analysis (2.5%)
D. Assignment	22%	1	Criminal Justice?	1%	D-4-1 Legal Procedures
		1	Rights and the Future	1%	D-4-1 Legal Procedures
		2	Your Favorite Theory	1%	D-4-1 Legal Procedures
		2	Deviance	1%	D-X2-2 Information Analysis
		3	Police Patrol	1%	D-4-1 Legal Procedures
		3	Discretionary Authority	1%	D-4-1 Legal Procedures
		4	The Smokinggun.com Critique	1%	D-1-1 Writing Reports
		4	Rookies	1%	D-4-1 Legal Procedures
		5	Amanda Knox	1%	D-2-1 Crime Scene
		5	Smiley Face Killer	1%	D-X2-2 Information Analysis
		6	Past, Present, and the Future	1%	D-X2-2 Information Analysis
		6	Privatization of Prisons?	1%	D-1-1 Writing Reports
		7	Suspect Identification	1%	D-2-1 Crime Scene
		7	Amanda Knox, Part 2	1%	D-2-1 Crime Scene
		8	ICAC	1%	D-X2-2 Information Analysis
8	Modern Day	1%	D-5-1 Use of Computers		

			Pirates		
		8	Career Focus	1%	D-X1-3 Quality of Work
		9	Social Contract Theory	1%	D-X2-2 Information Analysis
		9	Newspaper	1%	D-X2-2 Information Analysis
		9	Career Focus Part 2	1%	D-X1-3 Quality of Work
		10	Whale Wars	1%	D-4-1 Legal Procedures
		10	Wrapping It Up	1%	D-3-1 Ethical Dilemmas
Total	100%			100%	

- Please refer to the rubrics in this document and specific criteria in the course



## COURSE GRADING RUBRIC CJ2799—Criminal Justice Capstone

Campus: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

### Directions for Grading the Project, Presentation, and Research Paper:

Use the table and the rubrics below to grade the components of the course project, presentation, and research paper. (Component names match the assignment names in the grade book.)

	1-1 Writing Reports	2-1 Crime Scene	3-1 Ethical Dilemmas	4-1 Legal Procedures	5-1 Use of Computers	6-1 Communication	X1-2 Deadlines	X1-3 Quality of Work	X2-2 Information Analysis
A. Project									
B. Presentation									
C. Research Paper									

#### **1-1 Writing Reports:**

- 90-100%: Accurate and concise message effectively delivered through writing with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 80-89%: Accurate message delivered through writing with appropriate format/style for expected understanding by the target audience.
- 70-79%: Intended messages get across to the target audience in writing with necessary modification and/or polishing.
- 60-69%: Most of the intended message gets across to the audience in writing with some degree of ambiguity; lack of consistent format/style.
- Below 60%: Disorganized thoughts with little evidence of logical structure in writing; failure to get the intended message across to the audience.

#### **2-1 Crime Scene:**

- 90-100%: Student can demonstrate skills used to process and evaluate a crime scene exceptionally well. Student understands forensics has many different sciences involved and are used to evaluate crime scenes to determine many answers about the scene, such as time of death through insect evaluation, decay, climate and vegetation around the body, etc., hair analysis, fiber analysis, paint

chip analysis, trace evidence, and many others. Student can demonstrate the proper way to secure the scene, collect evidence, and document findings.

- 80-89%: Student can demonstrate most of the skills necessary to process and evaluate a crime scene as learned in the program. Student can describe how forensics is used to solve crime scenes and develop answers to questions about the scenes.
- 70-79%: Student can demonstrate some of the skills necessary to process and evaluate a crime scene with a good understanding of how these skills are used to solve crimes and develop answers for crime scenes.
- 60-69%: Student can describe a couple of the skills necessary to process and/or evaluate a crime scene as learned in the program, but with very limited ability and understanding.
- Below 60%: No evidence of being able to evaluate a crime scene. Student is unable to describe the role that forensics plays in solving crimes.

### **3-1 Ethical Dilemmas:**

- 90-100%: The student exhibits exemplary ethical behavior and inspires others to behave more ethically by example.
- 80-89%: The student exhibits behavior that is always consistent with personal and professional standards.
- 70-79%: The student exhibits behavior that is usually consistent with personal and professional ethical standards.
- 60-69%: The student exhibits behavior that is occasionally consistent with personal and professional ethical standards.
- Below 60%: The student exhibits behavior that is inconsistent with ethical standards.

### **4-1 Legal Procedures:**

- 90-100%: The students demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.
- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.
- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.

- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

**5-1 Use of Computers:**

- 90-100%: Eagerly assimilates new technological skills before industry standards change.
- 80-89%: Eagerly assimilates new technological skills as industry standards change
- 70-79%: Assimilates new technological skills as industry standards change.
- 60-69%: Assimilates new technological skills as industry standards change but only out of necessity.
- Below 60%: Resists technological change

**6-1 Communication:**

- 90-100%: The student readily identifies purpose and audience and accurately tailors his/her communication accordingly. The student assesses the risk of not communicating effectively.
- 80-89%: The student identifies purpose and audience and accurately tailors communication accordingly.
- 70-79%: The student correctly identified purpose and audience when reviewing or constructing a communication piece.
- 60-69%: The student struggles to articulate purpose and identify audience when reviewing or constructing a communication piece.
- Below 60%: The student does not identify purpose and audience when reviewing or constructing a communication piece.

**X1-2 Deadlines:**

- 90-100%: Student completes work earlier than required, while fully adhering to the rules and guidelines of the assignment tasks; meets or exceeds expectations created by his/her commitments.
- 80-89%: Student always adheres to rules and guidelines, meets every deadline, attends every class, and fulfills his/her commitments.
- 70-79%: Student usually adheres to the rules and guidelines in meeting guidelines, attending class and fulfilling commitments.
- 60-69%: Student does not regularly adhere to the rules and guidelines in meeting deadlines, attending class and fulfilling commitments.
- Below 60%: Student often misses deadlines, breaks guidelines and commitments, and or does not attend class.

**X1-3 Quality of Work:**

- 90-100%: Student sets quality parameters above those that are expected of him/her and applies those standards to produce excellent outcomes.
- 80-89%: The student readily identifies quality parameters and always applies those standards to produce successful outcomes.

- 70-79%: The student readily identifies quality parameters and regularly applies those standards to produce outcomes that are often successful.
- 60-69%: Student does not always identify what is expected and sometimes produces work that is below expectations; often needs coaching on what is required of him/her.
- Below 60%: Student neither understands nor produces the minimum quality of work expected.

***X2-2 Information Analysis:***

- 90-100%: Student applies critical thinking skills to thoroughly and accurately assess arguments, proposals and solutions.
- 80-89%: Student applies critical thinking skills to thoroughly assess arguments, proposals and solutions.
- 70-79%: Student applies critical thinking skills to assess arguments, proposals and solutions.
- 60-69%: Student does not readily identify arguments, proposals and solutions within information sources.
- Below 60%: Student fails to identify arguments, proposals and solutions within information sources.

**Directions for Grading the Course Assignments:**

**Please assign a percentage grade on the line for each measuring rubric (assignment in the grade book).**

**Unit 1—Criminal Justice?**

**D-4-1 Legal Procedures:**

- 90-100%: The students demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.
- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.
- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

**Unit 1—Rights and the Future****D-4-1 Legal Procedures:**

- 90-100%: The student demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.
- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.
- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

**Unit 2—Your Favorite Theory****D-4-1 Legal Procedures:**

- 90-100%: The student demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.
- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.
- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in

criminal justice matters. Student does not evaluate any criminal justice systems.

### Unit 2—Deviance

#### ***D-X2-2 Information Analysis:***

- 90-100%: Student applies critical thinking skills to thoroughly and accurately assess arguments, proposals and solutions.
- 80-89%: Student applies critical thinking skills to thoroughly assess arguments, proposals and solutions.
- 70-79%: Student applies critical thinking skills to assess arguments, proposals and solutions.
- 60-69%: Student does not readily identify arguments, proposals and solutions within information sources.
- Below 60%: Student fails to identify arguments, proposals and solutions within information sources.

### Unit 3—Police Patrol

#### ***D-4-1 Legal Procedures:***

- 90-100%: The students demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.
- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.
- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

### Unit 3—Discretionary Authority

#### ***D-4-1 Legal Procedures:***

- 90-100%: The students demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.

- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.
- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

#### **Unit 4—The Smokinggun.com Critique**

##### ***D-1-1 Writing Reports:***

- 90-100%: Accurate and concise message effectively delivered through writing with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 80-89%: Accurate message delivered through writing with appropriate format/style for expected understanding by the target audience.
- 70-79%: Intended messages get across to the target audience in writing with necessary modification and/or polishing.
- 60-69%: Most of the intended message gets across to the audience in writing with some degree of ambiguity; lack of consistent format/style.
- Below 60%: Disorganized thoughts with little evidence of logical structure in writing; failure to get the intended message across to the audience.

#### **Unit 4—Rookies**

##### ***D-4-1 Legal Procedures:***

- 90-100%: The students demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.
- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.

- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

### Unit 5—Amanda Knox

#### **D-2-1 Crime Scene:**

- 90-100%: Student can demonstrate skills used to process and evaluate a crime scene exceptionally well. Student understands forensics has many different sciences involved and are used to evaluate crime scenes to determine many answers about the scene, such as time of death through insect evaluation, decay, climate and vegetation around the body, etc., hair analysis, fiber analysis, paint chip analysis, trace evidence, and many others. Student can demonstrate the proper way to secure the scene, collect evidence, and document findings.
- 80-89%: Student can demonstrate most of the skills necessary to process and evaluate a crime scene as learned in the program. Student can describe how forensics is used to solve crime scenes and develop answers to questions about the scenes.
- 70-79%: Student can demonstrate some of the skills necessary to process and evaluate a crime scene with a good understanding of how these skills are used to solve crimes and develop answers for crime scenes.
- 60-69%: Student can describe a couple of the skills necessary to process and/or evaluate a crime scene as learned in the program, but with very limited ability and understanding.
- Below 60%: No evidence of being able to evaluate a crime scene. Student is unable to describe the role that forensics plays in solving crimes.

### Unit 5—Smiley Face Killer

#### **D-X2-2 Information Analysis:**

- 90-100%: Student applies critical thinking skills to thoroughly and accurately assess arguments, proposals and solutions.
- 80-89%: Student applies critical thinking skills to thoroughly assess arguments, proposals and solutions.
- 70-79%: Student applies critical thinking skills to assess arguments, proposals and solutions.
- 60-69%: Student does not readily identify arguments, proposals and solutions within information sources.
- Below 60%: Student fails to identify arguments, proposals and solutions within information sources.

### Unit 6—Past, Present, and the Future

#### **D-X2-2 Information Analysis:**



- 90-100%: Student applies critical thinking skills to thoroughly and accurately assess arguments, proposals and solutions.
- 80-89%: Student applies critical thinking skills to thoroughly assess arguments, proposals and solutions.
- 70-79%: Student applies critical thinking skills to assess arguments, proposals and solutions.
- 60-69%: Student does not readily identify arguments, proposals and solutions within information sources.
- Below 60%: Student fails to identify arguments, proposals and solutions within information sources.

#### **Unit 6—Privatization of Prisons?**

##### **D-1-1 Writing Reports:**

- 90-100%: Accurate and concise message effectively delivered through writing with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 80-89%: Accurate message delivered through writing with appropriate format/style for expected understanding by the target audience.
- 70-79%: Intended messages get across to the target audience in writing with necessary modification and/or polishing.
- 60-69%: Most of the intended message gets across to the audience in writing with some degree of ambiguity; lack of consistent format/style.
- Below 60%: Disorganized thoughts with little evidence of logical structure in writing; failure to get the intended message across to the audience.

#### **Unit 7—Suspect Identification**

##### **D-2-1 Crime Scene:**

- 90-100%: Student can demonstrate skills used to process and evaluate a crime scene exceptionally well. Student understands forensics has many different sciences involved and are used to evaluate crime scenes to determine many answers about the scene, such as time of death through insect evaluation, decay, climate and vegetation around the body, etc., hair analysis, fiber analysis, paint chip analysis, trace evidence, and many others. Student can demonstrate the proper way to secure the scene, collect evidence, and document findings.
- 80-89%: Student can demonstrate most of the skills necessary to process and evaluate a crime scene as learned in the program. Student can describe how forensics is used to solve crime scenes and develop answers to questions about the scenes.
- 70-79%: Student can demonstrate some of the skills necessary to process and evaluate a crime scene with a good understanding of how these skills are used to solve crimes and develop answers for crime scenes.
- 60-69%: Student can describe a couple of the skills necessary to process and/or evaluate a crime scene as learned in the program, but with very limited ability and understanding.

- Below 60%: No evidence of being able to evaluate a crime scene. Student is unable to describe the role that forensics plays in solving crimes.

### Unit 7—Amanda Knox, Part 2

#### D-2-1 Crime Scene:

- 90-100%: Student can demonstrate skills used to process and evaluate a crime scene exceptionally well. Student understands forensics has many different sciences involved and are used to evaluate crime scenes to determine many answers about the scene, such as time of death through insect evaluation, decay, climate and vegetation around the body, etc., hair analysis, fiber analysis, paint chip analysis, trace evidence, and many others. Student can demonstrate the proper way to secure the scene, collect evidence, and document findings.
- 80-89%: Student can demonstrate most of the skills necessary to process and evaluate a crime scene as learned in the program. Student can describe how forensics is used to solve crime scenes and develop answers to questions about the scenes.
- 70-79%: Student can demonstrate some of the skills necessary to process and evaluate a crime scene with a good understanding of how these skills are used to solve crimes and develop answers for crime scenes.
- 60-69%: Student can describe a couple of the skills necessary to process and/or evaluate a crime scene as learned in the program, but with very limited ability and understanding.
- Below 60%: No evidence of being able to evaluate a crime scene. Student is unable to describe the role that forensics plays in solving crimes.

### Unit 8—ICAC

#### D-X2-2 Information Analysis:

- 90-100%: Student applies critical thinking skills to thoroughly and accurately assess arguments, proposals and solutions.
- 80-89%: Student applies critical thinking skills to thoroughly assess arguments, proposals and solutions.
- 70-79%: Student applies critical thinking skills to assess arguments, proposals and solutions.
- 60-69%: Student does not readily identify arguments, proposals and solutions within information sources.
- Below 60%: Student fails to identify arguments, proposals and solutions within information sources.

### Unit 8—Modern Day Pirates

#### D-5-1 Use of Computers:

- 90-100%: Eagerly assimilates new technological skills before industry standards change.
- 80-89%: Eagerly assimilates new technological skills as industry standards change
- 70-79%: Assimilates new technological skills as industry standards change.

- 60-69%: Assimilates new technological skills as industry standards change but only out of necessity.
- Below 60%: Resists technological change

**Unit 8—Career Focus*****D-X1-3 Quality of Work:***

- 90-100%: Student sets quality parameters above those that are expected of him/her and applies those standards to produce excellent outcomes.
- 80-89%: The student readily identifies quality parameters and always applies those standards to produce successful outcomes.
- 70-79%: The student readily identifies quality parameters and regularly applies those standards to produce outcomes that are often successful.
- 60-69%: Student does not always identify what is expected and sometimes produces work that is below expectations; often needs coaching on what is required of him/her.
- Below 60%: Student neither understands nor produces the minimum quality of work expected.

**Unit 9—Social Contract Theory*****D-X2-2 Information Analysis:***

- 90-100%: Student applies critical thinking skills to thoroughly and accurately assess arguments, proposals and solutions.
- 80-89%: Student applies critical thinking skills to thoroughly assess arguments, proposals and solutions.
- 70-79%: Student applies critical thinking skills to assess arguments, proposals and solutions.
- 60-69%: Student does not readily identify arguments, proposals and solutions within information sources.
- Below 60%: Student fails to identify arguments, proposals and solutions within information sources.

**Unit 9—Newspaper*****D-X2-2 Information Analysis:***

- 90-100%: Student applies critical thinking skills to thoroughly and accurately assess arguments, proposals and solutions.
- 80-89%: Student applies critical thinking skills to thoroughly assess arguments, proposals and solutions.
- 70-79%: Student applies critical thinking skills to assess arguments, proposals and solutions.
- 60-69%: Student does not readily identify arguments, proposals and solutions within information sources.
- Below 60%: Student fails to identify arguments, proposals and solutions within information sources.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

**Unit 9—Career Focus Part 2*****D-X1-3 Quality of Work:***

- 90-100%: Student sets quality parameters above those that are expected of him/her and applies those standards to produce excellent outcomes.
- 80-89%: The student readily identifies quality parameters and always applies those standards to produce successful outcomes.
- 70-79%: The student readily identifies quality parameters and regularly applies those standards to produce outcomes that are often successful.
- 60-69%: Student does not always identify what is expected and sometimes produces work that is below expectations; often needs coaching on what is required of him/her.
- Below 60%: Student neither understands nor produces the minimum quality of work expected.

**Unit 10—Whale Wars*****D-4-1 Legal Procedures:***

- 90-100%: The student demonstrates an exemplary knowledge and understanding of how infractions are applied for violations of the law and knows the process by which these laws are applied and an individual's path through the criminal justice system for varying levels of infractions imposed from first contact with law enforcement through disposition of sentence. Student is able to provide insight into the values of all criminal justice systems and their uses in today's society.
- 80-89%: The student understands how laws are applied to infractions and the processes of applying those laws within the criminal justice system; the student can guide you through the legal procedures within criminal justice systems. Student is able to identify and evaluate most of criminal justice systems effectively.
- 70-79%: The student understands how laws are applied to infractions and how to follow legal procedures in criminal justice matters. Student can evaluate some criminal justice systems effectively.
- 60-69%: The student has limited understanding of laws as applied to infractions and the understanding of legal procedures in criminal justice matters. Student is unable to effectively evaluate most criminal justice systems.
- Below 60%: The student has neither understanding of the laws as applied to infractions, nor the understanding of legal procedures in criminal justice matters. Student does not evaluate any criminal justice systems.

**Unit 10—Wrapping It Up*****D-3-1 Ethical Dilemmas:***

- 90-100%: The student exhibits exemplary ethical behavior and inspires others to behave more ethically by example.
- 80-89%: The student exhibits behavior that is always consistent with personal and professional standards.

- 70-79%: The student exhibits behavior that is usually consistent with personal and professional ethical standards.
- 60-69%: The student exhibits behavior that is occasionally consistent with personal and professional ethical standards.
- Below 60%: The student exhibits behavior that is inconsistent with ethical standards.

## **Academic Integrity**

---

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*